GEORGIA INSTITUTE OF TECHNOLOGY OFFICE OF CONTRACT ADMINISTRATION

PROJECT ADMINISTRATION DATA SHEET

[X] ORIGINAL [ ] REVISION NO. _____

Project No./(Center No.) B-10-504 05652-0A0 ~~GTRC~~/GIT DATE 1 / 2 / 87

Project Director: ~~Dr. F.A. Rossini~~ J. Pettigrew School/~~XXX~~ OIP

Sponsor: Exxon Education Foundation CO

Agreement No.: Letter dated 9/22/86

Award Period: From 11/1/86 To 11/30/87 (Performance) 11/30/87 Reports

Sponsor Amount:	New With This Change	Total to Date
Contract Value: $		$ 49,935
Funded: $		$ 49,935

Cost Sharing No./(Center No.) _____ Cost Sharing: $ _____

Title: Comprehensive Writing Instruction at Albany State College

ADMINISTRATIVE DATA OCA Contact E. Faith Gleason X-4820

1) Sponsor Technical Contact:

2) Sponsor Issuing Office:

L. Scott Miller
Exxon Education Foundation
111 West 49th Street
New York, NY 10020-1198
212/333-6327

Military Security Classification: _____ ONR Resident Rep. is ACO: _____ Yes X No

(or) Company/Industrial Proprietary: N/A Defense Priority Rating: _____

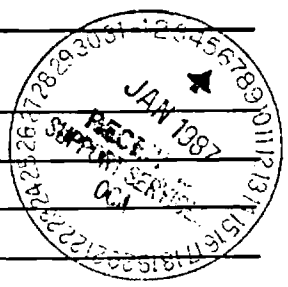
RESTRICTIONS

See Attached N/A Supplemental Information Sheet for Additional Requirements.

Travel: Foreign travel must have prior approval — Contact OCA in each case. Domestic travel requires sponsor approval where total will exceed greater of $500 or 125% of approved proposal budget category.

Equipment: Title vests with N/A (none proposed)

COMMENTS:



COPIES TO:

SPONSOR'S I.D. NO. 03.500.027.87T232

Project Director
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Research Property Management
Procurement/GTRI Supply Services
~~Research Security Services~~
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~~GTRC~~
Library
Project File
Other Dr. Pettigrew

GEORGIA INSTITUTE OF TECHNOLOGY OFFICE OF CONTRACT ADMINISTRATION

SPONSORED PROJECT TERMINATION/CLOSEOUT SHEET

Date 6/2/88

Project No. B-10-504 School ~~ASDX~~ OIP

Includes Subproject No.(s) N/A

Project Director(s) J. Pettigrew ~~GTRC~~/GIT

Sponsor Exxon Foundation

Title Comprehensive Writing Instruction at Albany State College

Effective Completion Date: 861101 (Performance) 871130 (Reports)

Grant/Contract Closeout Actions Remaining:

- [X] None
- [ ] Final Invoice or Copy of Last Invoice Serving as Final
- [ ] Release and Assignment
- [ ] Final Report of Inventions and/or Subcontract:
  Patent and Subcontract Questionnaire sent to Project Director [ ]
- [ ] Govt. Property Inventory & Related Certificate
- [ ] Classified Material Certificate
- [ ] Other _____

Continues Project No. _____ Continued by Project No. _____

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GTRC
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B-10-284

Interim Report

COMPREHENSIVE WRITING INSTRUCTION AT ALBANY STATE COLLEGE

April 30, 1987

to

The Exxon Education Foundation

from

Joan Pettigrew, Director,

and A. D. Van Nostrand

Communication Research Center

Georgia Institute of Technology

Atlanta, Ga. 30332

Overview

The program in comprehensive writing instruction at Albany State College both continues and modifies the activities conducted by the Communication Research Center (CRC) at three historically black colleges from 1984 to 1986, funded by the Foundation. The current modification focuses all available resources on one of those institutions, Albany State College. The purpose of this project is to enable us to describe the level of effort needed to change the quality of writing instruction significantly and measurably at that college.

Following the sequence of our proposal, this interim report first summarizes the design of the project; it then cites our four proposed sets of activities at Albany State College for carrying out that design; finally, it describes the current status of each set of activities.

These activities all pertain to faculty development through a procedure of self assessment. They include (1) preparing surveys of both faculty and student attitudes about writing and writing instruction, (2) conducting an assessment of the writing of incoming freshmen, (3) providing instructional support in selected courses, and (4) conducting workshops for selected faculty based on our findings from the first three sets of activities.

Project Design

Given the marginal literacy of many freshmen entering Albany State College, this project concentrates on large-scale faculty intervention in the writing behavior of those students. All of our procedures are aimed at developing a faculty's capacity for such intervention. Specifically, we have measured certain abilities of students and certain attitudes of both students and teachers, and we have presented our findings to teachers to show them both the need for large-scale intervention and some systematic means of achieving it.

As proposed, we designed five (half-day) workshops based on our findings, and we have presented these workshops to about 50% of the faculty. In the context of national research based on programs in writing across the curriculum, we have shown the workshop participants those options for intervention that are particularly related to the curriculum and the learning environment at Albany State College.

In all of these activities, our tactical aim has been to use a faculty's own self-assessment process as a means of changing that faculty's behavior in designated ways. In addition, we also wish to determine accurately the level of effort needed to achieve large-scale change in writing instruction.

There is some reciprocity here: the way in which a faculty engages in self-assessment should inform our understanding of the level of effort needed to make the desired change. Consequently, in addition to the gathered data, the procedures of gathering those data have yielded useful evidence, as have the faculty's responses to the pilot project and to the workshops. We expect these procedures and responses to guide us reliably in our determination of the level of effort needed to achieve large-scale, systematic intervention in student writing behavior at ASC.

Program Activities

Following are the four concurrent sets of activities we have undertaken as specified in our proposal:

1. compiling pre-and post surveys about writing and writing instruction, distributed to the faculty and to the freshman class,

2. assessing a sample of the reading and writing of incoming freshmen,

3. providing instructional support in nine targeted classes: three in developmental writing, three in composition, and three in other disciplines, and

4. conducting workshops for faculty, including department chairpersons.

Status of Program Activities

Following is a brief description of the relative completion of the tasks in each set of activities.

Faculty and Student Surveys

Pre-surveys, designed by CRC with the advice of the faculty chairpersons and the faculty steering committee for this project, were distributed in September 1986, at the beginning of the fall academic quarter. The two surveys presented a set of fifty-three questions in common to both populations.

The same pattern of questions characterizes both surveys. The questions distinguish between a traditional, outdated paradigm for teaching writing, based on the concept of writing as a product, and a new paradigm based on the concept of writing as a process of both thinking and learning.

About 58% of the full-time faculty (eighty of 138) returned the survey. About 92% of the incoming freshman students (373 of an estimated 400) returned the survey. Our scoring indicates some slight difference between student and faculty attitudes about writing and writing instruction. The students tended to support the traditional, outdated paradigm of writing instruction, possibly reflecting their previous school experiences. Faculty members were more open to the new paradigm but uncertain about how to implement it.

Assessing the Writing of Freshmen

With the help of the Department of Developmental Studies at ASC, we designed an assignment that entailed reading a descriptive statement of some 600 words and then writing a summary of it. A battery of short-answer questions tested each student's reading ability.

We scored the 373 tests that were distributed and returned, using for the written texts a modified analytic scoring procedure that included review and score revision for reliability between two scorers. The reading skill questions were machine scored.

The criteria for judging the writing were those specified by the faculty steering committee. We scored on a rating scale of 1 (low) to 4 (high); the scores of 1 and 2 are rated as unacceptable. Using this rating scale, we found all but two of the 373 student texts unacceptable.

Although notably better, the reading scores were still unsatisfactory. Preliminary scoring of this short-answer test yielded a mean score of about 62% of a possible 100%.

Correlations of these scores with SAT scores and with class rank in school are currently in preparation.

Direct Instructional Support

CRC has provided direct support for nine instructors selected by the Dean of Arts and Sciences. This support occurs in three different courses in each academic quarter: a developmental studies course, a composition course required for graduation, and an upper-level course in a large-enrollment discipline.

This pilot program emphasizes the procedure of drafting and rewriting the same text, a basic feature of the new paradigm of writing instruction. CRC provides detailed comments for each student on one text which the student is to revise, and the instructor has options for presenting these comments.

Copies of each text are retained for pattern searching, and each instructor is asked to respond to detailed questions about this pilot project. These records for the first two academic quarters are currently being reviewed at CRC, and the project is currently underway with the final three instructors.

Faculty Workshops

We have completed the five proposed faculty workshops. One addressed preliminary findings from the attitude surveys and the student writing sample. Two workshops featured different emphases of the writing process: writing as learning and writing as a means of critical thinking. And one engaged participants in using the ASC writing checklist to assess selected student texts.

The fifth workshop, convened with chairpersons and the steering committee of this program, planned for extensive faculty testing of the writing checklist. Currently, about half of the faculty members are designing writing assignments and using the new checklist of criteria to explain their responses to students.

This testing procedure is a new addition to our proposed activities for this grant. It is especially labor intensive; it will entail our extensive review of some 1500 checklists completed by some seventy teachers, as well as a special questionnaire completed by each teacher. But this project is so central to the purpose of engaging the faculty in self-assessment and also to our overall documentation of this program that we think we cannot afford to pass it by. It should add measurably to our evidence.

Our extensive tasks of data reduction and pattern searching will engage us during the summer months while most of the faculty are in recess. But our engagement of the faculty resumes at the annual pre-school-year faculty meeting, at which we will report new findings and develop the agenda for the faculty's self-assessment in writing instruction.

Second Interim Report

COMPREHENSIVE WRITING INSTRUCTION AT ALBANY STATE COLLEGE

October 30, 1987

to

Exxon Education Foundation

from

Joan Pettigrew, Director

and

A. D. Van Nostrand

Communication Research Center

Georgia Institute of Technology

Atlanta, Ga. 30332

Background

The current project in comprehensive writing instruction at Albany State College (ASC) both extends and modifies the activities conducted by the Communication Research Center (CRC) at four historically black colleges from 1984 to 1986, funded by the Foundation. This extension and modification focuses all available resources on one of those institutions, ASC.

The purpose of the current project is to enable us to answer this key question: what level of effort is needed to change the quality of writing instruction significantly and measurably at ASC? From our earlier studies of the four colleges, we already know that such effort will entail large-scale faculty intervention in student reading and writing activities and that such intervention must be supported conspicuously by the college administration.

Our final report in December 1987 will address our findings at ASC in the context of our earlier findings at the four colleges. In those earlier studies we noted general patterns of faculty development in writing instruction at the four colleges, given the goal of systematic intervention in reading and writing activities. The validity of those patterns will depend on the extent to which this new, detailed information from ASC confirms them.

The Current Project

Our first interim report of this current project (April 30, 1987) summarized the project design, cited our four proposed sets of activities at ASC for carrying out this design, and described the status of each set of activities. This second interim report updates our activities, cites new activities in addition to what we originally proposed, and presents preliminary findings.

The original activities all pertain to faculty development through a procedure of faculty self-assessment. Specifically, we are supplying a faculty with information on which to base its own assessment of its teaching practice as a means of changing that practice in designated ways. And we are presenting optional methods for making whatever changes the faculty perceives to be necessary. As noted in our previous interim report, the way in which a faculty engages in self-assessment should inform our understanding of the level of effort needed to make desirable changes.

The original activities that we undertook to generate such information for the faculty included: (1) preparing surveys of both faculty and student attitudes about writing and writing instruction, (2) conducting an assessment of the reading and writing of incoming freshmen, (3) providing instructional support in selected courses, and (4) conducting workshops for selected faculty (about 50% of the faculty) based on our findings from the first three sets of activities. This present report summarizes our preliminary findings from each of these activities.

In addition to these four activities originally proposed, we have undertaken four new ones: three new surveys of faculty attitudes and practices and one new assessment of the reading and writing ability of upperclassmen. Two of the new faculty surveys concern faculty responses to the checklist for writing assessment, which was prepared and tested by a faculty committee during 1985-87 and first used extensively by the faculty in the spring of 1987. The third faculty survey concerns the attitudes of faculty who received instructional support in selected courses. The new student assessment concerns a sample of upperclassmen who performed the same reading and writing tasks (in spring 1987) as those performed by the incoming freshmen (in fall 1986).

Preliminary Report of Findings

This report presents preliminary findings of six of the eight activities as we presented them to the ASC faculty on September 11, 1987, and it anticipates our final report in December. This report does not include the data tables that document these findings. Those tables, along with new current activities and more developed conclusions, will appear in our final report.

The preliminary findings appear in the six categories below:

--surveys of attitude and practice in the whole faculty,

--surveys of attitude and practice in different subsets of the faculty,

--surveys of student attitudes and writing apprehension,

--assessments of student reading achievement,

--assessments of student writing achievement,

--three correlation studies.

Attitude and Practice in the whole Faculty

Two surveys were offered to the whole faculty, in September 1986 and May 1987. Each survey included the same questions about attitude toward writing instruction and practice in writing instruction. The intent was to measure any change that might have occured in one year concerning both attitude and practice.

The whole faculty numbers 138 persons. Eighty-nine completed the survey in September 1986, and 105 completed the survey in May 1987. The questions, identical in both surveys, address both outdated, traditional assumptions about the teaching of writing and new assumptions based on current research.

The many differences between the two sets of assumptions can be briefly summarized. The outdated assumptions (formulated prior to 1970) imply that writing is merely a product; students generate the product for a grade or a score; and writing instruction is solely the responsibility of the English department. New assumptions imply that writing is a process--a means of discovery related to thinking in all disciplines; students engage in the process repeatedly in all courses, often without grades; and the entire faculty reinforces the writing behavior that the English department teaches.

Both surveys of the faculty as a whole indicate a generally positive attitude toward the new assumptions, except for two items: one concerns planning in the process of writing, and the other concerns the relative importance of grammar. The faculty tended to disagree with the assumption that instruction in planning is an important part of writing instruction. The faculty also tended to disagree with the new assumption that sentence grammar is only one component, and not the main component, of writing instruction. In other words, the faculty as a whole tended to deemphasize the importance of instructing the writer how to plan and to emphasize the importance of sentence grammar.

Both surveys also reveal a marked discrepancy between attitude and practice in the faculty as a whole. Specifically, the surveys reveal a pattern of teaching practices that reinforce old assumptions. Since the scores of all items on the two surveys are virtually the same, we conclude that no change occurred throughout the year in the faculty as a whole and that the discrepancy between attitude and practice prevailed.

In the period between these two surveys, during the 1986-87 academic year, we presented a sequence of five workshops to nearly half the faculty. (The administration designated eighty persons, fifty-nine of whom, 43%, attended two or more workshops.) These workshops addressed both theory and practice as they are informed by current assumptions about writing. Topics for these workshops were selected by our analysis of the first survey of faculty attitudes and practices.

From participants' responses to these workshops, we found that the discrepancy between attitude and practice was largely a matter of their accepting current assumptions about writing as a process but not knowing how to implement changes in classroom practice that are consistent with these assumptions.

Attitude and Practice in Faculty Subsets

Two subsets of the faculty presented measurably different attitudes and practices from those of the faculty as a whole. The larger subset consisted of those who attended workshops in the writing process and the new writing instruction. The smaller subset, in collaboration with CRC, made changes in their classroom practice that are consistent with new assumptions.

The 43% of the faculty that attended the workshops presented by CRC during the academic year between the two surveys (in September 1986 and May 1987) presented a measurably different response from that of the faculty as a whole. From the first survey to the second, this subset changed its attitude and some of its practices in favor of the new approach to writing instruction. Moreover, the change was more evident among those who attended more workshops.

The second, smaller subset of nine instructors (7% of the faculty) engaged in a pilot project during the year that entailed teaching writing as a process. Designed and monitored by CRC, this pilot project involved each student in guided revision of writing. By a vast margin over the faculty as a whole and a large margin over the 43% that attended workshops, these nine instructors reported that they favored this new approach to writing instruction. Moreover, they reported a comparable endorsement of these activities among their students.

Student Attitudes about Writing and Writing Apprehension

In September 1987, 362 incoming freshmen completed a survey of their attitudes about writing. In May 1987, 149 of those students completed the same survey again. (The difference in the totals approximately represents the one-year attrition of the freshman class.) Their attitudes and beliefs about writing and writing instruction were essentially the same as those of the faculty as a whole. And, like those of the faculty as a whole, they remained essentially unchanged.

But in one respect--teaching practices--the second student survey recorded a difference from the two surveys of the faculty as a whole. In the spring, after a year of instruction, the students reported having engaged in more activities related to the new approach to writing instruction than either of the two faculty surveys indicated.

This discrepancy reflects certain patterns of student enrollment. Most freshmen were enrolled in developmental courses, wherein the new approach to writing instruction was emphasized. Moreover, these procedures were especially emphasized in the courses selected for the pilot project mentioned above; six of those nine courses are primarily freshman courses. In sum, the freshmen received more of the new writing instruction during the year than other students did.

Assessments of Student Reading Achievement

A reading test was administered to 371 freshmen during the early fall of 1986. The same test was administered to ninety-two upperclassmen during the spring of 1987. This test entailed reading an article about Alex Haley's experiences while writing Roots and then answering twenty-eight questions involving completion, retention, inference, and definition. The upperclassmen scored higher than the freshmen (78.8% to 71.6%). The gain was especially achieved in the category of inference. Both groups, however, were unsatisfactory in the category of definition.

Assessments of Student Writing Achievement

Connected with the reading test described above was the task of writing a summary of the article about Haley. For this test the freshman sample included 354 students, and the upperclass sample included the same ninety-two students who had completed the reading test.

CRC analyzed each text according to the five major criteria included in the new ASC writing checklist prepared by the faculty writing committee and scored each text according to the rating scale of the state Regents' exam in writing: 4 (high) to 1 (low). According to this scale scores of 4 and 3 are acceptable, and scores of 2 and 1 are unacceptable.

Virtually all freshman scores were unacceptable in every category. The majority of upperclassman scores were acceptable in two categories and unacceptable in three. Those three represent skills that relate writing to critical thinking.

Three Correlation Studies

Correlating the student attitude surveys with the student test scores in reading and writing and with other measures of achievement yielded the following findings.

--Significant relationships exist among achievement in reading and writing and scores on the attitude survey.

--None of the conventional measures of achievement were significantly related to student retention in college.

--No significant differences in attitudes about writing exist among students in different major fields.

Further Data Gathering and Data Reduction

Two extensive surveys of the faculty use of ASC's latest draft of the new writing checklist remain to be compared. We expect the findings of this comparison to cast more light on the faculty's practices in writing instruction, specifically, on any changes in those practices that reflect a tendency to base practice on new assumptions about writing. The first survey was completed in May 1987; the second is still in process.

Before engaging the faculty in this final survey, we presented one more faculty workshop early in October, specifically addressing ways and means of engaging students in successive planning activities. This workshop was based on evidence from the faculty survey of attitudes and practices administered in the spring which revealed a negative attitude among many faculty members about the importance of engaging students in planning activities.

SEMI ANNUAL EXPENDITURE REPORT TO THE

EXXON EDUCATION FOUNDATION

537 REPORT PERIOD: FROM 4/30/87 TO 11/1/87

RECIPIENT	PROJECT DIRECTOR
Georgia Institute of Technology	Dr. Joan Pettigrew

CT TITLE

"Comprehensive Writing Instruction at Albany State College"

AWARD	PAYMENTS TO DATE				TOTAL PAYMENTS
9,935.00		$49,935.00			$49,935.00

EXPENDITURE		PREVIOUSLY REPORTED	CURRENT HALF-YEAR	TOTAL
ARIES	PROFESSIONAL	$10,940.84	$6,398.22	$17,339.06
	CLERICAL			
	STUDENT	$284.46	$1,051.24	$1,335.70
	OTHER			
LOYEE BENEFITS		$2,574.67	$1,705.28	$4,279.95
SULTING FEES		$250.00	$2,200.00	$2,450.00
VEL EXPENSES		$969.49	$2,360.62	$3,330.11
PMENT				
PLIES		$243.85	$843.39	$1,087.24
LICATION				
Participants		$800.00	$2,275.00	$3,075.00
TOTALS		$16,063.31	$16,833.75	$32,897.06

PENDED BALANCE	DATE OF REPORT
$17,037.94	11/2/87

EASE YPE	NAME OF CHIEF BUSINESS OFFICER	TITLE
	David V. Welch	Director, Grants and Contracts
	NAME OF PERSON PREPARING REPORT	TITLE

), Director
erants & Contracts Acctg.

SIGNATURE OF ABOVE BUSINESS OFFICER

SIGNATURE OF ABOVE PROJECT DIRECTOR

Final Report
Comprehensive Writing Instruction
at Albany State College

by

Joan Pettigrew, James L. Hill, Robert A. Shaw, A. D. Van Nostrand

February 29, 1988

a Project Funded by the Exxon Education Foundation
and Conducted by the Communication Research Center
Georgia Institute of Technology
in Collaboration with Faculty and Administrators at
Albany State College
Albany, Georgia

Report of Comprehensive Writing Instruction at Albany State College

This report describes the activities of the final stage of a three-year project in faculty development in writing instruction at selected historically black colleges, conducted by the Communication Research Center (CRC) at Georgia Institute of Technology. From September 1984 through December 1987, CRC worked with faculty at four historically black colleges: during one year (1984-85) at Morris Brown, Atlanta, Georgia; during two years each (1984-1986) at Paine College, Augusta, Georgia, and South Carolina State College, Orangeburg, South Carolina; and during two years (1985-87) at Albany State College, Albany, Georgia.

CRC has already submitted final reports (on May 10, 1985 and December 16, 1986) of the first two stages of this cumulative program at multiple colleges. And this present report covers the final year of activities of this project (1986-87), during which CRC worked solely with the faculty and administration at Albany State College (ASC).

Having established a context of faculty development in writing instruction at four colleges during the first two years of this project, we focused all our resources for the final year on one college. We did so with two objectives. We wanted to design and test some means of assessing faculty development in writing instruction that might be used beyond this project. And we hoped to help the faculty at one college to use such assessment procedures as a means of developing more systematic and comprehensive writing instruction. These two objectives were mutually dependent.

ASC offered a promising possibility for strong collaboration with CRC in working toward both objectives. It had a history of commitment to writing instruction across the curriculum when we first joined our resources in 1985. In the Spring of 1981 its faculty had adopted a policy of incorporating writing performance into all examinations in all courses, and as we jointly explored ways of implementing this policy, the administration demonstrated its continuing commitment to the goal of developing systematic and comprehensive writing instruction and an appreciation of the relationship of writing to critical inquiry.

Jointly we undertook the collaborative self-assessment of faculty development in a program of writing across the curriculum. Although some of the elements of our undertaking have appeared in prior research projects, including some by CRC, the literature of faculty development has not previously reported any clear precedent for what we have undertaken here, namely, the use of a faculty's systematic assessment of its own attitudes and practices as a means of changing those attitudes and practices. Such self-assessment necessarily depends on collaboration among teachers, researchers, and administrators.

The evaluation of faculty development during a writing-across-the-curriculum program is relatively new. Assessment of such programs has generally been confined to personal testimonies, descriptions of particular programs or projects, or case studies of some participants. Only one university, Michigan Technological University, has engaged in systematic evaluation of faculty development in a writing-across-the-curriculum program (Young and Fulwiler, 1986). Conducted as an empirical study, that evaluation entailed pre-testing and post-testing to document faculty growth in attitude, conception of writing, and practice. The Michigan Tech study provided us with a useful base for consistent reference.

Our purposes were different, however, and to accommodate them we modified the instruments in the Michigan Tech study and designed new instruments. We proposed to develop a model for collaboration among the assessors and the assessed, wherein both parties would be the same, namely, the faculty.

With very little precedence for collaborative self-assessment in writing instruction, except for our writing assignment design project at ASC during 1986-87, we had to modify or build procedures that would enable such interaction. Our procedural model was a sequence of these three activities: establishing some baseline data, specifically, some sense of attitudes and practices to begin with; measuring any change that might occur as a result of the faculty's response to this information; and describing such change in the light of an ideal program of writing instruction, one that would be systematic, durable, flexible, and specific to every subject in the curriculum.

These activities entailed the sharing of different perspectives, the interaction of researchers and teachers, of outsiders and insiders. And this sharing entailed making measurable observations and engaging in speculation, with disagreement and repeated redefinition, before clarity and consensus could emerge. The most important point about this mutual learning process, however, is that the teachers were both the subject and the source of the information we jointly sought; their self-assessment was the means of change.

This report of the project is presented in two parts. Part I describes what we found on the basis of what we proposed to do. It begins with an account of the faculty paticipants. Thereafter, in succession, it describes each instrument we used, why we used it, the results we obtained, and the implications of those results for faculty development in writing instruction at ASC. Observations of ASC faculty appear first, followed by observations of students.

The instruments we used are cited in the text of this report and included in the appendices.

Part II of the report describes what evolved in the project, beyond our proposal, as a result of these collaborative activities. It describes another pair of surveys whose purpose was to determine what the faculty was doing about what it was learning. These surveys provide grounds for speculations about what ASC might do to accelerate the process of faculty development in writing instruction. These surveys reported in Part II also provide one means of assessing this project.

Part I: Surveys of Faculty and Students

Observations of ASC Faculty

The full-time faculty at ASC numbers 138 persons. (Part-time faculty members were not included in this project.) Since it was impossible to engage the whole faculty equally in all the activities of this project, we identified three samples of the faculty for survey purposes according to their levels of effort in the project. These were the whole faculty and two subsets selected by the Academic Vice President: the workshop faculty and the pilot project faculty.

The whole faculty, as a group, was least engaged in the project's activities, and it could be expected to provide the most accurate reference to faculty attitudes at the beginning of the project.

The workshop faculty consisted of about 50% of the whole faculty; it represented all ranks and academic departments and included all department chairs. This group participated in the self-assessment process that entailed these sequential activities:

--completing survey questionnaires (collaboratively developed or modified),

--discussing profiles of these surveys in workshops,

--discussing options presented by the consultants in workshops, and

-- completing more surveys and discussing more profiles.

The workshop faculty participated in ten half-day workshops in writing instruction conducted by the consultants during a 21-month period from February 1986 through October 1987. The first three workshops during the spring of 1986, before the faculty surveys began in the fall, oriented the group to this project and introduced the writing checklist prepared by the faculty steering committee. The members of that committee were part of this group. Topics for all the workshops were determined successively by prior information developed within the project. These topics are included in this report in Appendix I.

In addition to these ten meetings with the workshop faculty, the consultants also conducted two workshops with individual departments. These workshops are also listed in Appendix I.

The pilot project faculty was a subset of the workshop faculty; it consisted of nine instructors: six taught lower-division writing courses that accommodate the freshman population and three taught upper-division courses in departments with large enrollments (Business, Education, and Criminal Justice). Collaborating with one of the project's consultants, each of these nine instructors modeled a course segment that featured writing as a process. Specifically, each instructor monitored a sequence of writing assignments that entailed a baseline assignment, drafts of texts, which the instructor or the consultant commented on, and revisions of these drafts.

Survey of the Attitudes of the Whole Faculty

Rationale:

In collaboration we modified two faculty surveys, one pertaining to attitudes about writing and writing instruction and the other to practices in writing instruction. We combined them into one questionnaire and distributed it twice to the whole faculty for anonymous responses. Of this group, 89 (or 64%) responded in September 1986, and 105 (76%) responded to the same questions in May 1987.

The questions on the faculty survey about attitude and practice address both the old, traditional paradigm and the new paradigm of writing instruction. The old paradigm is pedagogical, teacher-centered (Young, 1974). The new paradigm is learner-centered; it is based on research since about 1970 in the fields of linguistics and cognitive psychology, from which evolved a new field of composition theory based on the premise that writing is essentially a process of discovery and a powerful learning tool (Hairston, 1984-85). Composition theory has been informed by the direct observation of writers writing, both skilled writers and novice writers.

The many differences between the old paradigm and the new can be briefly summarized. In the old paradigm (prior to about 1970), writing is seen as a product; students generate the product for a grade or a score; and writing instruction is solely the responsibility of the English department. In the new paradigm, writing is seen primarily as a process--a discovery process related to thinking in all disciplines; students engage in the process repeatedly in all courses, often without grades; and the entire faculty reinforces the writing behavior that the English department teaches. The two paradigms of instruction are mutually exclusive: in the old, the student's text is an end product; in the new, this text is primarily the means of learning how to engage in the discovery process.

The attitude survey contained items that address writing, writing instruction, and the ASC writing program. A copy of this survey is included in Appendix II, Faculty and Administrative Survey of Writing, Part I, Survey of Attitudes. In response to each item on the survey, the participants chose a number representing one of the following options:

1--Strongly Agree
2--Agree with Qualification
3--No Opinion
4--Mildly Disagree
5--Strongly Disagree

Each of these numbers represents a response that is either consistent with the new paradigm, consistent with the old paradigm, or neutral in reference to either paradigm.

The items on the surveys were grouped into ten broad categories, which are briefly described below. The first four of these categories pertain to aspects of the writing process: thinking, planning, revision, and sharing writing. The next three pertain to perceptions of writing instruction: the design of assignments, the role of various disciplines in writing instruction, and evaluation of writing. The next two categories pertain to perceptions of the ASC writing program and mandate. The last category pertains to the role of grammar in writing and writing instruction.

Following is a brief description of each of these ten categories and its significance in the new paradigm and the old:

--Thinking: This category contains ten items addressing writing as either a process that enables learning or as merely a product.

--Planning: This category contains three items addressing planning as either an activity that occurs throughout the process or as an an activity that engages the writer before writing begins.

--Revision: This category contains three items addressing revision as either an activity that occurs throughout the process or as an activity that engages the writer after writing ends.

--Sharing Writing: This category contains three items addressing the usefulness of sharing writing while drafting or the lack of usefulness of this activity.

--Evaluation: This category contains ten items addressing the assessment of writing as either a facilitator of the writing process in any course or as a means of grading a written product.

--Writing Instruction: This category contains eight items addressing either the importance of teaching writing in all disciplines or the lack of importance of such an endeavor.

--Assignments: This category contains four items addressing either the importance of designing writing assignments that specify modes of development and audience or the lack of importance of these rhetorical considerations.

--Writing Program: This category contains eleven items measuring either acknowledgment of key aspects of ASC's writing program or lack of acknowledgment.

--ASC Mandate: This category contains six items addressing either an acknowledgment of ASC's mandate that writing performance be incorporated into all examinations in all courses or lack of acknowledgment. The items were drawn from the following categories: evaluation, writing instruction, and writing program.

--Grammar: This category contains five items addressing the significance of grammar in writing and writing instruction as either one of many considerations or as one of the most significant considerations. The items were drawn from the following categories: planning, evaluation, and writing instruction.

Results:

Table 1 presents the results of the survey of the attitudes in the whole faculty. The survey was distributed in September 1986 and again in May 1987, but the samples were different. As noted above, 89 persons responded to the fall questionnaire, and 105 responded in the spring. A subset of 61 persons (or 44% of the whole faculty) responded to both questionnaires.

Both surveys, fall and spring, indicate a slightly positive attitude toward the new paradigm except for two items: planning and grammar. The new paradigm emphasizes the importance of helping students learn to plan before writing and while writing, but on this issue, the whole faculty was clearly negative.

The new paradigm also tends to deemphasize sentence grammar, viewing it as only one of the components--and not the main component--of writing and writing instruction. On this issue the whole faculty was negative. This negative response to grammar is undoubtedly a reflection of the need to prepare students to pass two state-mandated tests, the English component of the Basic Skills Examination, which emphasizes traditional grammar, and the writing component of the Regents' Test Program.

Table 1: Attitudes of the Whole Faculty about Writing and Writing Instruction

Each value is a mean score on the scale of 1 to 5. Scores of 2 and below denote favor for the old paradigm; scores of 3 denote neutrality; scores of 4 and above denote favor for the new paradigm.

Category	Fall (N=89)	Spring (N=105)
Planning	2.0	2.1
Grammar	2.8	2.8
Evaluation	3.3	3.3
Writing Instruction	3.8	3.7
Thinking	4.0	3.7
Writing Program	4.0	3.8
ASC Mandate	4.0	3.8
Sharing Writing	4.1	4.0
Assignments	4.2	4.2
Revision	4.2	4.2

Among the whole faculty, that is, the group with the least exposure to the collaborative activities conducted during this project, the scores of all items on the second survey, nine months after the first, were virtually the same as the original scores. There had been no significant change.

Survey of Classroom Practices Among the Whole Faculty

Rationale:

The combined questionnaire also contained questions about current classroom practice at ASC, and this survey, like the attitude survey, was intended to establish some baseline information. A copy of this survey is included in Appendix II, Faculty and Administrative Survey of Writing, Part II, Survey of Practices.

Given a list of kinds of writing in ASC's courses and classroom activities, the faculty participants had two options: they could indicate whether they had used these activities or whether they had not.

The figures for the fall survey represent the percentage of faculty members who said they had used a particular kind of writing or writing activity in the 1985-86 school year. The figures for the spring survey represent the percentage of faculty members who said they used a particular kind of writing or writing activity in the 1986-87 school year.

Results:

Of the fourteen kinds of written texts and the twenty kinds of writing activities listed in this table, only three changes were significant. These three are marked by asterisks on Table 2. Item 81 records an increase (from 30% to 41%) of those who used class time to analyze written assignments, a change apparently in favor of the new paradigm. Item 70 reports a decrease (from 41% to 34%) of those who assigned revision exercises, a change apparently in favor of the old paradigm. And item 55 reports a decrease (from 41% to 32%) of those who assigned short research papers, a change that cannot be assessed without further knowledge of whether or not such papers were drafted and revised. No clear pattern emerges with respect to change favoring either paradigm.

Table 2 presents the results of the survey of classroom practice for the faculty as a whole. The items marked with an asterisk are significant at $p<.01$.

Table 2: Kinds of Writing and Writing Activities in Courses at ASC Reported by the Whole Faculty

Survey Item Numbers: Kinds of Writing in Courses	Fall Survey	Spring Survey	
53. Lab Report	30%	20%	
54. Case Study	25	23	
55. Research Paper (1-3 pages)	41	32	*
56. Research Paper (4-6 pages)	41	44	
57. Research Paper (7++ pages)	43	44	
58. Critical Essay	43	36	
59. Business Report	10	7	
60. Letter or Memo	14	12	
61. Essay Question on Examination	85	95	
62. Computer Program Documentation	10	5	
63. Clinical Report on Patient	5	3	
64. Journal, Notebook, or Log	33	31	
65. Ungraded Writing	39	36	
66. Other kinds of writing	18	21	
Writing Activities in Courses			
67. Brainstorming activities	53%	53%	
68. Freewriting in or out of class	18	25	
69. More than one draft of a paper	34	36	
70. Revision and editing exercises	41	34	*
71. Sentence combining exercises	30	30	
72. Oral reports and presentations	71	74	
73. Written proposal for project	36	33	
74. Writing for different audiences	30	31	

75. Writing in a variety of modes	36	36	
76. Analyzing model essay in class	30	25	
77. Several short assignments	52	54	
78. Students reviewing each other's papers	30	28	
79. Students collaborating on writing	23	20	
80. Students sharing writing	26	34	
81. Teacher analyzing a student's paper in class	30	41	*
82. Conference with a teacher	69	71	
83. Teacher sharing own writing	46	44	
84. Writing lab referral	30	26	
85. Organization and thinking exercises	56	49	
86. Other writing activities	10	5	

Survey of the Attitudes of the Workshop Faculty

Rationale:

For purposes of comparison, in spring 1987 the workshop faculty responded to the same surveys of attitude and practice reported above for the whole faculty. Their responses are (1) grouped here according to the number of workshops they attended and (2) compared to the responses of the whole faculty.

Results:

Collaborative self-assessment did generate measurable changes in attitude among the faculty at ASC.

During the period that intervened between the spring and fall surveys, the workshop faculty participated in five workshops. At least 59 of these persons (or 43% of the whole faculty) attended two or more workshops, which reviewed the findings of the original surveys and addressed aspects of the new paradigm that pertained to those findings.

By significant differences in five of the ten categories, the workshop faculty showed a more favorable attitude toward the new paradigm than did the whole faculty. Moreover, the change in favor of the new attitudes was more evident among those who attended more workshops.

Table 3 displays mean scores only for those categories in which there was a significant difference ($p<.05$) between those persons who attended workshops and those who did not. (See Survey of the Attitudes of the Whole Faculty for a description of these categories.)

Table 3: Attitudes about Writing and Writing Instruction according to Number of Workshops Attended

Each value is a mean score on the scale of 1 to 5. Scores of 2 and below denote favor for the old paradigm; scores of 3 denote neutrality; scores of 4 and above denote favor for the new paradigm.

Attitude Categories	(n=18) No Workshops	(n=12) 1-4 Workshops	(n=29) 5-6 Workshops
Planning	1.6	1.8	2.2
Grammar	2.4	2.6	3.2
Evaluation			
Writing Instruction	3.4	3.9	3.9
Thinking			
Writing Program			
ASC Mandate	3.7	4.4	3.7
Sharing Writing			
Assignments	4.1	4.3	4.4
Revision			

Survey of the Classroom Practices of the Faculty Attending the Workshops

Results:

Workshop participants reported significantly greater use of six writing process activities than did the faculty who attended no workshops. Related to the new paradigm of instruction, these practices entail assignments in free writing, revision exercises, writing to multiple audiences, writing in multiple modes, analyzing model essays, and exercises in peer review.

Moreover, the change in favor of the new attitudes and practices was more evident among those who attended more workshops.

Table 4 displays the results of the survey of classroom practice for the faculty who attended the workshops. The "% Used" column indicates the percentage of faculty in each group who reported using the activity in 1986-87.

This table presents only those activities for which there were significant differences ($p<.05$) between faculty who attended workshops and those who did not.

Table 4: Writing Process Activities Assigned according to Number of Workshops Attended

	(n=18) No Workshops	(n=12) 1-4 Workshops	(n=29) 5-6 Workshops
Writing Activities	% Used	% Used	% Used
Freewriting	6%	17%	35%
Revision Exercises	0	33	38
Different Audiences	11	33	41
Multiple Modes	17	33	52
Analyze Model Essay	6	17	31
Students critique each other's papers	17	17	38

Observations of ASC Students

In this second portion of Part I, our report describes the several student profiles that we presented first to the workshop faculty and then to the whole faculty at ASC.

The primary student sample consisted of incoming freshmen in the fall of 1986. In September they took a test in reading and writing. At that time they also completed an attitude survey, repeating that survey again in May 1987.

A secondary sample consisted of more advanced students, mostly juniors and seniors and a few sophomores. (Because of the preponderance of juniors and seniors, we refer to this group as upperclassmen.) The upperclassmen took the same reading and writing test in May 1987. Comparisons of the reading scores and writing scores of these two samples and some correlations pertaining to both the freshmen and the more advanced students are reported here.

Student Reading Achievement

Rationale:

Reading scores and writing scores of the incoming freshmen as soon as they arrived at ASC provided the basis for all our reporting of student performance.

The reading test was administered to 371 freshmen in September 1986; it was also administered to 92 upperclassmen in May 1987. The students in both groups read a passage about Alex Haley's experiences while writing Roots and then responded to 28 questions grouped according to the following categories: completion, retention, inference, and definition.

Copies of the reading text and the reading questions are included in Appendix III, Reading and Writing Activities.

Results:

The upperclassmen scored higher than the freshmen (78.7% to 71.9%). The gain was primarily achieved in the category of inference. Both groups, however, were unsatisfactory in the category of definition; in this case "definition" refers to the meaning of a word as defined by its function within the text rather than by the dictionary.

Table 5: Student Reading Achievement

This table lists as decimals the mean raw scores in each category of questions, followed by the percentage of correct answers.

Category	Freshmen	Upperclassmen	Maximum Score
Completion	4.8 (80%)	5.2 (87%)	6
Retention	8.0 (80%)	8.4 (84%)	10
Inference	1.4 (70%)	1.7 (85%)	2
Definition	5.5 (55%)	6.4 (64%)	10
Total Score	19.7	21.7	28
Percentage Score*	71.9	78.7	100

*Percentage Score = (Completion x 4) + (Retention x 4) + (Inference x 3) + (Definition x 3)

Student Writing Achievement

Rationale:

With a profile of student writing achievement directly referable to the reading scores, we could compare writing scores with reading, SAT, and Georgia's BSE (basic skills exam) scores.

In conjunction with the reading task, a writing task was assigned to 354 freshmen in the early fall and to 92 upperclassmen in the spring. This writing task required students to write a summary of the same article used for the reading test, an essay about Alex Haley's experiences while writing Roots. This was the writing assignment:

> The following magazine article is about Alex Haley's attempts to complete his book, Roots. Your task is to write a summary of the article for a group of college students who did not have a chance to read it.

This assignment specifies a mode of development (to summarize) and an audience (a generalized audience of peers).

We analyzed all texts according to the five major criteria in the ASC Writing Checklist prepared by the faculty steering committee of this project. The five major criteria pertain to five categories of composing skills: (1) purpose and audience, (2) modes of development, (3) coherence, (4) paragraphing, and (5) sentences. This sequence of categories represents an approximate hierarchy of composing skills; the first three primarily are measures of critical thinking. A copy of the ASC writing checklist is included in Appendix IV, Checklist of Writing Skills, Albany State College.

We scored each text on a rating scale of 1 (low) to 4 (high). This rating scale enables a more precise assessment of writing quality than the dichotomous scale (either "acceptable" or "unacceptable") on the ASC Writing Checklist. To accommodate the rating scale to the dichotomous scale, we determined that a rating of 3 or 4 would correspond to "acceptable" and that a rating of 1 or 2 would correspond to "unacceptable." A copy of this rating scale is included in Appendix V, Grading Criteria for Albany Writing Samples.

Results:

Virtually all freshmen scores were unacceptable in every category of the ASC Writing Checklist: (1) purpose and audience, (2) modes of development, (3) coherence, (4) paragraphs, and (5) sentences. 99% of the sample were unacceptable in the first four categories; 89% were unacceptable in the fifth category.

The majority of the scores of the more advanced students were acceptable in categories (4) paragraphs and (5) sentences. The majority were unacceptable in categories (1) purpose and audience, (2) modes of development, and (3) coherence, those categories which primarily pertain to critical thinking.

To make this information more accessible to the faculty, we converted mean scores to percentage scores. Table 6 displays that conversion.

Table 6: Percentage of Students Achieving a Score of 3 or 4 on the Writing Test

Freshmen (N=354 Students)		Upperclassmen (N=92 Students)	
Purpose and Audience	1%	Purpose and Audience	23%
Mode	1%	Mode	30%
Coherence	1%	Coherence	44%
Paragraphs	1%	Paragraphs	52%
Sentences	11%	Sentences	75%

Freshman Attitude Survey

Rationale:

The attitude survey consisted of two parts. One part closely corresponded to a survey of faculty attitudes about writing and writing instruction for the purpose of comparing faculty and students in this respect. The other part of the survey consisted of questions about writing apprehension or anxiety. A copy of the attitude survey is included in Appendix VI, Student Survey on Writing, Part I, Survey of Attitudes.

In September 1986, 362 incoming freshmen completed the survey. In May 1987, 149 (or 41%) of those students completed the same survey again. The difference in the two samples approximately represents the first-year attrition in the freshman class.

Results:

In their attitudes about writing and writing instruction, the freshmen virtually agreed with the attitudes expressed by the whole faculty (see Table 1). And, like those of the whole faculty, they remained essentially unchanged between the fall and the spring questionnaires.

Table 7 displays the results of the attitude survey for freshmen. Each value is a mean score on the scale of 1 to 5. Scores of 2 and below denote favor for the old paradigm; scores of 3 denote neutrality; scores of 4 and above denote favor for the new paradigm.

Table 7: Attitudes of Freshman Students about Writing and Writing Instruction

Category	Fall (N=362)	Spring (N=149)
Planning	2.1	2.0
Evaluation	2.7	2.8
Writing Instruction	3.4	3.4
Thinking	4.0	3.9
Writing Program	3.9	3.9
Sharing Writing	3.9	3.8
Revision	4.1	4.1

Survey of Student Writing Apprehension

Rationale:

The second part of the student survey invited students to answer questions addressing writing apprehension. Their answers were matched to their writing scores, and they also afforded a means of measuring change during the year. A copy of this survey in included in Appendix VI, Student Survey on Writing, Part II, Survey of Writing Apprehension.

Results:

There were no significant changes in the students' writing apprehension. They expressed no particular opinion about being evaluated or about their own confidence; they were slightly more positive about their enjoyment of writing.

Table 8 displays the results of the student apprehension survey as a set of mean scores on a scale of 1 to 5. Scores of 3.5 or above indicate positive responses to writing.

Table 8: Freshman Student Writing Apprehension Survey

Category	Fall (N=362)	Spring (N=149)
Confidence	3.3	3.3
Attitudes About Evaluation	3.1	3.2
Enjoyment of Writing	3.5	3.6

Correlation Studies of Freshmen

Rationale:

We searched for patterns among our data and other available measures of student academic achievement, through correlations among four sets of variables:

--writing scores and scores of student attitudes about writing and writing instruction, writing apprehension scores, and reading scores,

--scholastic aptitude test (SAT) scores and high school grade point average (GPA) scores, and scores of student attitudes about writing, writing apprehension scores, and reading scores,

--student attitudes and their declared majors, and

--student retention and other measures.

Results:

Significant relationships exist among the students' writing scores, their reading scores, and their scores on the attitude or the apprehension survey. Freshman students who were more able at the sentence level viewed the process approach to writing instruction more favorably; they were more confident about their writing, and they were more able readers.

Table 9 displays the correlation of sentence scores and these other measures. All correlations are significant at $p<.001$ or better.

Table 9: Correlations of Sentence Score and Other Measures

	Correlation with Sentence Score
Reading Retention	.23
Reading Completion	.28
Reading Definition	.34
Total Reading Score	.38
Sharing Writing	.18
Process Approach to Writing Instruction	.18
Confidence in Writing	.17

The writing score for paragraphs also correlated with the total reading score (correlation = .19, $p<.001$).

SAT scores and high school grade point average (GPA) were also related to some of the scores on the writing attitude survey, the scores on the apprehension survey, and the reading scores.

Table 10 presents the mean scores and the standard deviations for freshmen on the SAT Verbal and the SAT Math.

Table 10: Mean Scores and Standard Deviations on SAT V and SAT M

	Mean Score	Standard Deviation
SAT Verbal	294	70.78
SAT Math	327	74.15

Table 11 displays the correlations pertaining to SAT Verbal Scores, high school GPA scores and these other measures. Only those items are displayed for which there were significant correlations.

Table 11: Correlations of SAT Verbal, GPA, and Other Measures

	Correlation with SAT Verbal	Correlation with GPA
Revision Process Approach to Writing Instruction	.25	.21
Reading Retention	.25	.19
Reading Inference	.21	
Reading Completion	.25	
Reading Definition	.49	.42
Total Reading Score	.44	.35

No significant differences exist in attitudes about writing instruction among freshman students declaring different majors.

None of the variables for which data were available in September 1986, such as reading scores, writing scores, high school grade average, SAT scores, and a student's declared major, were significantly related to whether or not students remained in college during the year.

Correlation Studies of Upperclassmen

Rationale:

Ninety-two upperclassmen, predominately juniors and seniors, did the writing task. We attempted to find correlations between the scores on this task and other available data, such as SAT scores, Basic Skills Examination (BSE) scores, both entering and exiting, college grade point average (GPA), hours attempted, classification by year in college, and gender. For some of the students we did not have a complete range of scores; the correlations reported here, therefore, are based on the following number of students:

Total Group	92
Available data	
SAT Scores	54
BSE Entering Scores	33
BSE Exiting Scores	25
College GPA	87
Hours Attempted	87
Classification	87
Gender	89

Table 12 presents the mean scores and standard deviations for the available data. These figures provide evidence of efficient coaching for the BSE tests, since the standard deviation for the reading exit test is about half that of the reading entry test, and the standard deviations of the exit tests for both the English and Math tests are also considerably lower than the standard deviations for the entry tests.

The mean scores show that these teachers are indeed helping students learn the skills represented by the BSE: the reduction in variance indicates that the teachers' coaching strategies are successful with students of different abilities.

Table 12: Mean Scores and Standard Deviations for Available Data

	Mean Score	Standard Deviation
SAT Verbal	307	78.81
SAT Math	326	67.67
BSE English Entry	62	6.70
BSE English Exit	73	4.13
BSE Math Entry	62	9.46
BSE Math Exit	77	5.45
BSE Reading Entry	60	6.54
BSE Reading Exit	68	3.45
College GPA	2.78	0.63

Results:

Tables 13 and 14 display the results of these correlation studies. Table 13 displays the correlations of these various measures with the writing scores.

Of all the variables available, SAT scores were most strongly correlated with the indices of the five writing criteria.

The correlations among the writing scores and the SAT scores and also among the writing scores and the GPA imply that students who are better prepared for college maintain their lead over students who are not so well prepared. These correlations indicate a real need for college and K-12 collaboration between ASC and nearby schools from which ASC draws large numbers of students; such outreach has already been established, and it should be continued or intensified.

BSE scores, entry and exit, have very little correlation with the writing scores. The very low correlations between BSE scores and the writing scores, both entry and exit, indicate that the BSE is testing very different skills from those that the writing task tests.

This finding is consistent with studies of the teaching of traditional grammar and writing quality. Consensus achieved from a number of studies in composition research indicates that teaching traditional grammar does not affect the quality of writing.

All correlations are significant at $p<.01$; correlations of less than .30 were not significant and are not displayed.

Table 13: Correlations of Writing Scores and Available Measures

	Purpose/ Audience	Mode	Coherence	Paragraph	Sentence
SAT Verbal	.58	.58	.48	.43	.58
SAT Math	.52	.50	.31	.36	.48
College GPA	.38	.48	.46	.38	.44
BSE English Entry				.30	.41
BSE English Exit		.32			
BSE Math Entry	.33	.41			
BSE Math Exit					
BSE Reading Entry					
BSE Reading Exit				.37	.31

Tables 14 and 15 display correlations among reading scores and other measures. Table 14 indicates that reading scores are significantly related to writing scores. Scores of retention in reading and the total reading score correlate with all five writing scores: purpose and audience, mode, coherence, paragraph, and sentence.

Only significant correlations ($p<.01$ or less) are displayed. Correlations of less than .30 were not considered significant and are not displayed.

Table 14: Correlations Between Reading Scores and Writing Scores

	Retention	Inference	Completion	Definition	Total Reading Score
Purpose/ Audience	.32				.37
Mode	.38		.35		.48
Coherence	.42				.43
Paragraphs	.37				.39
Sentence	.39		.32		.46

Table 15 indicates that reading scores are signficantly related to standard measures of ability, such as SAT scores and GPA. However, there is essentially no relationship between reading scores and scores on the BSE, which indicates that the BSE is measuring very different skills from those measured by the reading test.

BSE scores, therefore, do not correlate significantly with either the reading scores or the writing scores. Preparing students to pass the BSE in English does not guarantee that these students are learning skills that will develop either reading ability or writing ability.

Only significant correlations ($p<.01$ or less) are displayed. Correlations of less than .30 were not considered significant and are not displayed.

Table 15: Correlations Between Reading Scores and Selected Variables

	Retention	Inference	Completion	Definition	Total Reading Score
SAT Verbal	.44		.30	.41	.57
SAT Math	.31		.34	.32	.48
College GPA	.47		.29	.31	.51
BSE English Entry					
BSE English Exit					
BSE Math Entry					
BSE Math Exit		.32			
BSE Reading Entry					.32
BSE Reading Exit			.43		

Several other findings are also worth reporting. SAT scores were also strongly related to GPA, with correlations of .46 (verbal) and .52 (math). And, although women had a significantly higher GPA than men, there were no gender differences relevant to any of the other measures.

As Table 16 indicates, correlations between BSE and SAT Scores were also spotty:

Table 16: Correlations Between BSE and SAT Scores

BSE Score	SAT Verbal	SAT Math
English Entry		.41
English Exit	.31	.31
Math Entry	.32	.58
Math Exit		.50
Reading Entry	.64	.51
Reading Exit		

BSE scores were also relatively independent of college GPA. Of the six BSE scores, only the English Exit Score had a significant correlation (.34) with GPA.

Part II: The Checklist Surveys

Background of the Checklist Surveys

Between November 1985 and February 1986, the ASC steering committee collaborated in the design of two documents intended for distribution to the faculty as part of its outreach effort:

--the ASC Checklist of Writing Skills, which provided a set of criteria for assessing writing, and

--Guidelines for Designing Effective Writing Assignments, which provided a means of both designing and assessing writing assignments.

A copy of the ASC Checklist of Writing Skills is included in Appendix IV to this report; a copy of Guidelines for Designing Effective Assignments is included in Appendix VII.

The consultants and the committee oriented the workshop faculty to early drafts of these documents, and the faculty's feedback guided the committee's successive revisions.

In May of 1987 we decided to explore the workshop faculty's acceptance or lack of acceptance of these documents. A checklist survey was designed in order to gather information about:

--the faculty's perceptions of the checklist and uses of writing,

--the faculty's use of the checklist, and

--the faculty's current practices in designing writing assignments.

We assumed that the responses to this survey would enable us to test the effectiveness of outreach and to modify the direction of the program, should that seem appropriate.

Inviting the workshop faculty to participate on a volunteer basis, we conducted two surveys of this group's response to the writing checklist, first in May and then in October of 1987. Both surveys were based on the same questionnaire. (Appendix VIII displays a copy of The Writing Checklist Survey.) This report presents our findings, derived from the information gathered from these two surveys, pertaining to:

--the participants' responses to the twelve items on each survey,

--the faculty's use of the checklist, and

--an assessment of writing assignments, based on the steering committee's document specifying guidelines.

Responses to the Items on the Checklist Surveys

Forty-three participants (38% of the whole faculty) completed the first survey, and thirty-seven participants (29% of the whole faculty) completed the second survey. Eighteen participants (34% of the total participants in the surveys) completed both surveys.

Tables 17 and 18 on the following two pages, present the distribution of disciplines and course levels for each checklist survey. As these tables reveal, faculty in every discipline, teaching at all course levels from developmental (020-090) to senior (400), participated. This wide distribution among departments and across course levels testifies to the faculty's assumption that writing instruction is not merely the province of the English Department, but a college-wide responsibility.

Each participant in both surveys selected a particular course on which to base one's responses to the survey items. Unlike the other faculty surveys in this project, therefore, the participants identified themselves.

The first three items on the survey specify the instructor, the instructor's academic discipline, and the name and number of the selected course. Based on these items, Table 17 and Table 18 display the distribution of each survey sample by academic department and by course level.

Table 17: Distribution of Checklist Survey 1

Course Level	020-090	100	200	300	400	Total
Department:						
Biology		1				1
Business:						
Administration			1	2	2	5
Education			1			1
Criminal Justice			4	1	2	7
Education			1			1
English		3				3
Fine Arts						
Music		1				1
Speech and Theatre		2			1	3
Health and Physical Ed				2		2
History and Political Science						
History		1				1
Political Science			1	1		2
Math and Computer Science						
Math		3				3
Computer Science			2			2
Nursing and Allied Health						
Allied Health				2		2
Nursing				1		1
Psychology			2			2
Developmental Studies						
Basic English	2					2
Reading	2					2
Basic Math	2					2
	6	11	12	9	5	43

Table 18: Distribution of Checklist Survey 2

Course Level	020-090	100	200	300	400	Total
Department:						
Biology		3	1			4
Business:						
Administration		1			1	
Education			1			1
Education				1		1
English		3				3
Speech and Theatre		2				2
History and Political Science						
History		4			1	5
Political Science			2	1		3
Math and Computer Science						
Math		4	2			6
Computer Science			1			1
Psychology, Sociology, and Social Work			2		1	3
Developmental Studies						
Basic English	4					4
Reading	2					2
Basic Math	1					1
	7	16	9	3	2	37

The remaining nine items on each survey requested information about the instructor's perceptions of the checklist and its possible uses. This section of the report presents these items in numerical order, our discussions of the findings, and the information from which we derived our interpretations.

Item 4: Number of Students in Courses in the Checklist Sample

Received opinion in the field of written composition indicates that intensified writing courses are best restricted to 25 students or less. The number of students in the designated courses ranged from 4 to 27 in survey 1 and from 3 to 27 in survey 2. If the ranges reported here are characteristic of all the courses at ASC, these instructors have a nearly ideal situation in which to use writing as a tool for learning in their disciplines.

Item 5: The Texts were Written In Class or Out of Class

ASC's writing mandate requires every instructor to base 20-25% of a student's final grade on writing. As our discussions in the workshops revealed, this mandate is subject to interpretation. Instructors informed by product-oriented assumptions about writing, for example, might assume that they are fulfilling the mandate if they merely add short-answer questions to in-class objective exams. They would assign writing, therefore, mainly as a means of testing.

The participants' responses to this item, however, indicate that a substantial number of the participants do not interpret the mandate in this narrow way. In both surveys, 49% of the instructors assigned out-of-class writing (21 participants in survey 1, and 18 in survey 2). And some of the in-class writing tasks might very well be process-oriented, a speculation supported by the responses to the next two items on the survey.

Item 6 and 7 Combined: Relationship Between Draft and Grade

Item 6 asked the participants to classify the students' texts as first and only drafts, first drafts for later revision, or revisions of earlier drafts. Item 7 asked them to classify the texts as graded or not graded. Combining these two responses enabled us to speculate about the workshop faculty's adherence to the conventional, product-centered notion of writing, in which the student writes independently and is then graded, or to the new, process-centered notion of writing, in which the student writes to learn without being graded or writes successive drafts which are graded or not graded.

In survey 1, 17 participants (40%) assigned first drafts and graded them, whereas, in survey 2, only 10 participants (27%) assigned first drafts and graded them. The remainder of the participants who responded to this item (25 or 58% in survey 1 and 22 or 59% in survey 2) either assigned a first draft and did not grade it, or a first draft for later revision, or a revision of an earlier draft.

These figures indicate that the majority of the participants, over 58%, gave more process-oriented assignments. Although there is still room for improvement, the majority of these instructors did depart from a merely product-oriented notion of writing.

The following list contains abbreviations of the possible relationships between draft and grade and a brief description of each relationship. These abbreviations are listed across the top of each table.

fg (first and only/graded)
fn (first and only/not graded)
dg (first draft for revision/graded)
dn (first draft for revision/not graded)
rg (revisions/graded)
rn (revisions/not graded)
nr (no response on response not interpretable)

Checklist Survey 1:

fg	fn	dg	dn	rg	rn	nr	Total
17(40%)	14(33%)	1(2%)	4(9%)	4(9%)	2(5%)	1(2%)	43(100%)

Checklist Survey 2:

fg	fn	dg	dn	rg	rn	nr	Total
10(27%)	10(27%)	4(11%)	6(16%)	2(5%)	0(0%)	5(14%)	37(100%)

Item 8: How Did Most of the Students Respond to the Checklist?

This item on the survey was designed to provide information about the students' responses to the checklist. In the majority of these courses, students responded either favorably or very favorably to the use of the checklist: 23 (53%) in survey 1 and 20 (54%) in survey 2.

Students in less than 25% of these courses responded unfavorably or very unfavorably: in 6 courses (14%) in survey 1 and in 9 courses (24%) in survey 2.

The following list provides brief descriptions of the abbreviations of responses to this item. These abbreviations are listed across the top of each table.

vf/f (very favorably to favorably)
no (no opinion)
u/vu (unfavorably to very unfavorably)
nr (no response or not interpretable)

Checklist Survey 1:

vf/f	no	u/vu	Total
23 (53%)	14 (33%)	6 (14%)	43 (100%)

Checklist Survey 2:

vf/f	no	u/vu	nr	Total
20 (54%)	5 (14%)	9 (24%)	3 (8%)	37 (100%)

Students' Responses to the Checklist in Classes with Guided Revision

As previously described, nine instructors engaged with the consultants in collaborative activities in teaching writing as a process. The consultants or the instructor responded to students' drafts, which were then revised for grading.

This Pilot Project in Guided Revision provides evidence that students' responses to assessment may be affected by whether or not they are allowed to rewrite before they are graded. In 7 (78%) of these 9 pilot courses, students responded either favorably or very favorably to the use of the checklist. In only 1 (11%) of these courses did students respond unfavorably or very unfavorably.

vf/f	no	u/vu	Total
7 (78%)	1 (11%)	1 (11%)	9 (100%)

All of the instructors in these courses said that they would continue to engage students in guided revision, whether or not they had included revision in their classes before the pilot project.

Item 9: What was the Primary Concern of the Students?

Item 9 was designed to provide information about the concerns that students might express during this testing of the checklist. Some participants in both surveys provided more than one response to this item. There were 49 separate responses to survey 1 and 38 separate responses to survey 2.

In both surveys, the students' major concern was the effect of the checklist on the assessment of their writing: 14 responses (29% of the responses) in survey 1 and 9 responses (24% of the responses) in survey 2. And they were concerned about being able to demonstrate their achievement of the criteria specified on the checklist: 7 responses (14% of the responses) in survey 1 and 5 responses (13% of the responses) in survey 2.

These concerns should be addressed by the whole faculty. Incoming students will have the checklist explained to them in developmental courses or English courses early in their college experience. Upperclassmen, however, also need some orientation to the checklist and practice in using it as a guide to composing.

The following list provides brief descriptions of the abbreviations of responses to this item, expressing students' concerns. These abbreviations are listed across the top of each table.

as (assessment)
co (composing)
ti (time)
cf (a specific feature of the checklist)
sl (student lack of knowledge of the checklist)
nc (no concern)
nr (no response)
tc (checklist too comprehensive)

Since we were hunting for patterns, we included here only those responses that occurred three times or more. The total on each table, therefore, represents the total of all responses, not the total of the items selected.

Checklist Survey 1:

as	co	ti	cf	sl	nc	Total
14 (29%)	7 (14%)	5	5	4	6	49

Checklist Survey 2:

as	co	ti	cf	sl	nc	nr	tc	Total
9 (24%)	5 (13%)	0	0	4	3	6	3	38

Item 10: Most Useful Feature or Effect of Checklist

This item was designed to provide information about the instructors' perceptions of the usefulness of the checklist. Some participants in both surveys provided more than one response to this item. There were 46 separate responses to survey 1 and 39 separate responses to survey 2.

According to these participants, the most useful function of the checklist was that it guided assessment, for either the instructor or the student: 24 responses (52%) in survey 1 and 18 responses (46%) in survey 2.

A second response to this question about the most useful function of the checklist was that it guided student composing and/or revision: 10 responses (22%) in survey 1 and 3 responses (8%) in survey 2.

A third response, although the numbers are small, is also worth reporting, since it confirms the response about assessment. Participants reported the usefulness of some specific feature of the checklist, such as a criterion or criteria or the questions addressing each criterion: 3 responses (7%) in survey 1 and 7 responses (18%) in survey 2.

The following list provides brief descriptions of the abbreviations of responses to this item. These abbreviations are listed across the top of each table.

ia (instructor assessment, feedback or conferencing)
co (student composing and revision)
sa (student assessment)
cf (checklist features)
nr (no response or not interpretable)

Since we were hunting for patterns, we included here only those responses that occurred three times or more. The total on each table, therefore, represents the total of all responses, not the total of the items selected.

Checklist Survey 1:

ia	co	sa	cf	nr	Total
20 (43%)	10 (22%)	4 (9%)	3 (7%)	7	46

Checklist Survey 2:

ia	co	sa	cf	nr	Total
14 (36%)	3 (8%)	4 (10%)	7 (18%)	4	39

Item 11: Least Useful Feature or Effect of Checklist

Unlike the responses to the most useful feature of the checklist, responses to this item resist interpretation. Some participants in both surveys identified a specific feature or features of the checklist as being the least useful, but there is no agreement among them. Other participants made sweeping generalizations about the checklist which tended to contradict each other.

The high number of participants in survey 2 who did not respond at all to this item may help to explain why no pattern emerged.

The following list provides brief descriptions of the abbreviations of responses to this item. These abbreviations are listed across the top of each table.

cf (checklist features, such as items, ratings, or questions)
ns (not self-explanatory)
le (length)
ti (time consuming)
co (too comprehensive)
nr (no response)
na (not applicable or nothing)
nco (not sufficiently comprehensive)
ra (polar ranking, rather than scale)

Some participants in both surveys provided more than one response to this item. There were 48 separate responses to survey 1 and 42 separate responses to survey 2. Since we were hunting for patterns, we included here only those responses that occurred three times or more. The total on each table, therefore, represents the total of all responses, not the total of the items selected.

Checklist Survey 1:

cf	ns	le	ti	co	nr	na	Total
11(23%)	6	5	5	4	7	5	48

Checklist Survey 2:

cf	ns	le	ti	co	nr	na	nco	ra	Total
6(14%)	0	0	5	3	12	5	7	3	42

Item 12: Effect on Task of Assessing Student Writing

Assessing students' writing is a demanding task, and assessing students' writing according to a set of college-wide standards is even more demanding because it requires translation: the instructor must compare how he or she formerly assessed to the newly-derived standards.

This item was designed to provide information about the instructor's perception of this act of translation. Did the checklist make the task more difficult, did it require no change, or did the checklist make the task easier?

More than a third of the participants indicated that the task was easier or much easier: 19 (44%) in survey 1 and 14 (38%) in survey 2. In addition, 12 participants (28%) in survey 1 and 8 (22%) in survey 2 indicated that using the checklist to assess writing would require no change on their part.

Some participants, however, indicated that using the checklist would make the assessment of writing harder or much harder: 10 (23%) in survey 1 and 12 (32%) in survey 2. These figures indicate that small workshops that engage instructors in using the writing checklist would be helpful. Some instructors will probably always resist, but others, especially those who have not formerly commented on papers in such depth, will be open to support. Inviting volunteers to such workshops should attract those who are open to change and provide a better atmosphere for discussion.

me/e (much easier/easier)
nc (no change)
h/mh (harder/much harder)
nr (no response)
bo (both easier and harder)

Checklist Survey 1:

me/e	nc	h/mh	nr	bo	Total
19 (44%)	12 (28%)	10 (23%)	1	1	43

Checklist Survey 2:

me/e	nc	h/mh	nr	bo	Total
14 (38%)	8 (22%)	12 (32%)	2	1	37

Use of the Checklist

This part of the survey addresses the use of the writing checklist. A copy of this checklist is included in Appendix IV, and you may wish to refer to it during the following explanation. Participants were asked to assess their students' writing, using the writing checklist, and to submit these checklists (one for each student) with the two other parts of the survey: their responses to the survey items and a copy of the writing assignment which they had given to the students.

The participants could use the checklist in a number of ways. They could, for example, use all of the major criteria, some of them, or none of them. They could also use all of the questions addressing each major criterion, some of them, or none of them. Moreover, they could use some combination of major criteria and questions. The following list briefly describes all of the options selected by the participants.

CO (all criteria only)
ACAQ (all criteria and all questions)
ACSQ (all criteria and some questions)
SCAQ (some criteria and all questions)
SCSQ (some criteria and some questions)
AQO (all questions only)
SQP (some questions only)

Our interpretation of the information derived from the checklists is that the participants in survey 2 used the checklist more effectively than the participants in survey 1. Because of the complexity of this information, however, our discussion will focus on a small number of the available options at a time.

According to the participants, the checklist has two useful functions: it enables assessment, and it serves as a guide to the students' revisions. Only one of the available options does not serve both these purposes: marking all criteria only (CO). This option provides an assessment, but it does not indicate to the student how the writing can be improved. In survey 1, 5 participants (12%) selected CO; in survey 2, only 1 (3%) selected this option. This decrease in CO favors the new paradigm, in which writing is viewed as a process, not merely as a product.

At the other extreme, the option is to select all of the questions only (AQO). Selecting this option is cumbersome because it requires that the instructor make 34 separate decisions about each paper. Moreover, if a high proportion of these decisions imply a need for revision, the student is apt to become discouraged. In survey 1, 9 participants (21%) selected AQO; in survey 2, only 5 (14%) selected this option. This decrease also reflects a more effective use of the checklist.

Selecting two other options make the instructors' task even more unmanageable: all criteria and all questions (ACAQ) and some criteria and all questions (SCAQ). Choosing ACAQ requires that the instructor make 40 decisions about each paper; choosing SCAQ requires between 34 and 40 decisions. Although choosing these options may help an instructor to explain a grade, this purpose can be served with many fewer judgment calls.

Moreover, like selecting AQO, selecting these options can be counterproductive. Especially if many of the decisions imply revision, the student can not possibly attend to them all in one revision. In checklist 1, 11 participants (26%) selected ACAQ; in checklist survey 2, only 8 (22%) selected this option. In survey 1, 2 participants (5%) selected SCAQ; in survey 2, only 1 (3%) selected this option. These decreases represent a more effective use of the checklist.

Selecting some questions only (SQO) provides a manageable task for the instructor as well as for the student who intends to revise, but, if the student wants to know where he stands in relationship to the criteria on the checklist, that information is not readily available to either the student or the instructor, who may have to reread the paper to determine a grade. It is understandable, therefore, why only one of these participants selected SQO in survey 1 and none in survey 2.

Two options serve both instructor and student better than the five options already discussed:

--some criteria and some questions (SCSQ) and

--all criteria and some questions (ACSQ).

These options provide information about where the student stands in relationship to the criteria, and they also present some information to guide the student's revision. Moreover, they present the instructor with a manageable task.

In surveys 1 and 2, 7 participants selected SCSQ, yielding percentages of 17% and 19% respectively. They did better with ACSQ. In survey 1, only 7 participants (17%) selected ACSQ; in survey 2, however, 15 (41%) selected this option. This substantial gain represents a more effective use of the checklist.

But there is still room for improvement. A high number of the participants (52% in survey 1 and 39% in survey 2) continue to make determinations about all of the questions on the checklist by selecting either AQO, ACAQ, or SCAQ as an option. More opportunities for discussion in writing assessment workshops should help the faculty to perceive the benefits of other options and to reconsider their selection of these three unnecessarily burdensome options.

In survey 1, 42 participants submitted checklists. Two participants, who responded to the items on the survey, did not submit checklists; one, who did not answer the survey, submitted checklists. These changes adjusted the sample size to 42. In survey 2, all 37 participants submitted checklists.

The options listed above are also listed across the following two tables, which reveal the results of survey 1 and survey 2.

Checklist Survey 1:

co	acaq	acsq	scaq	scsq	aqo	sqo	Total
5	11	7	2	7	9	1	42
12%	26%	17%	5%	17%	21%	2%	100%

Checklist Survey 2:

co	acaq	acsq	scaq	scsq	aqo	sqo	Total
1	8	15	1	7	5	0	37
3%	22%	41%	3%	19%	14%	0%	100%

Assessment of Assignments

The Writing Assignment Design Project in 1985-86, which entailed collaboration between the consultants and the steering committee, established guidelines for designing and assessing writing assignments. During this project, repeated emphasis was placed on the importance of conceiving of an assignment as a rhetorical problem that entails the accommodation of both mode and audience. Our assessment of this project in our Second Interim Report, October 30 1986, indicates that the members of the steering committee had changed significantly in these two respects. That is, their assignments were more specific about mode and audience.

We maintained this emphasis on mode and audience for the workshop faculty, but we had never assessed the impact of these workshops on faculty practice. This part of the checklist survey represents our attempt to make such an assessment.

Our findings indicate that over 70% of the participants in both surveys were willing to specify a mode or modes: 31 or (72%) in survey 1 and 27 (77%) in survey 2. Conversely, the majority were not willing to specify an audience: 35 (81%) in survey 1 and 21 (60%) in checklist two.

A comparison of the two surveys indicates that the participants in survey 2 were more willing to specify both mode and audience. For mode the comparitive figures are 72% and 77%, a gain of 5%; for audience the gains are more dramatic: the comparative figures are 19% and 40%, a gain of 21%. The findings on this second survey may reflect the fact that during a meeting of the whole faculty in September, just before the second checklist survey, the findings from the analysis of the writing tasks for both freshmen and upperclassmen were presented. These findings indicate that both freshmen and upperclassmen need to improve on their ability to accommodate both mode and audience.

But the figures on audience remain low. Degree of familiarity with the concepts of both mode and audience may be a factor. Instructors are accustomed to engaging students in cognitive activities, and specifying a mode or modes is often merely a refinement of the kinds of questions they typically assign. Specifying an audience, however, represents a radical change in conventional practice. Most student writing has been typically addressed to the instructor as the only audience. Only recently has evidence surfaced that this limitation has an adverse effect on student writing: asked to engage an audience other than the instructor, students find it difficult or impossible to do so. Faculty may need considerable support before they are able to make such radical change in their writing assignments.

The changes in the specification of audience, evident in a comparison of suveys 1 and 2, indicate that these instructors did respond to the needs of their students, and more evidence exists that focusing on student output may motivate faculty to change practice. In the Writing Assignment Design Project, in which the steering committee participated, we discovered that members of this committee were more apt to specify an audience if they were confronted with evidence that the students in their classes found it difficult to accommodate audience. It might be useful, therefore, to make this connection in any future workshops addressing assignment design.

Checklist Survey 1:

Sample Size--43 Assignments

Number of 43 Assignments Specifying a Mode	31 (72%)
Number of 43 Assignments Specifying Audience	8 (19%)

Checklist Survey 2:

Sample Size--35 Assignments (2 participants did not submit assignments.)

Number of 35 Assignments Specifying a Mode	27 (77%)
Number of 35 Assignments Specifying Audience	14 (40%)

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Appendix I: Topics of Faculty Workshops

1.	2/14/86	Orientation to Writing Across the Curriculum Program
2.	3/10/86	Orientation to ASC Writing Checklist
3.	4/15/86	Design of Writing Assignments
4.	7/8-9/86	Review and Amendment of Survey Instruments
5.	10/14/86	Writing as Learning
6.	11/17/86	Writing and Critical Thinking
7.	1/28/87	Interim Report: Writing at ASC
8.	2/23/87	A Process Approach to Composition
9.	3/9/87	Writing in Mathematics
10.	6/3/87	Writing in Criminal Justice
11.	9/11/87	Report to Whole Faculty
12.	10/5/87	The Function of Planning in the Writing Process

Appendix II: Faculty and Administrative Survey of Writing

Part I of this survey, survey of attitudes, is a modification of an instrument designed at Michigan Technological University. This instrument is included in the following article:

Fulwiler, Toby, Michael E. Gorman, and Margaret E. Gorman. "Changing Faculty Attitudes Toward Writing" in Writing Across the Disciplines: Research into Practice. Art Young and Toby Fulwiler, eds. Upper Montclair, New Jersey: Boynton/Cook Publishers, Inc., 1986, pp. 53-67.

From this original instrument, the steering committee at Albany State College and the consultants selected items appropriate to the context at Albany State College. We also added items that enabled up to look at other aspects of faculty attitude.

Part II of this survey, survey of practices, is also a modification of an instrument designed at Michigan Technological University. This instrument is included in the following article:

Kalmbach, James R. and Michael E. Gorman. "Surveying Classroom Practices: How Teachers Teach Writing" in Writing Across the Disciplines: Research into Practice, pp. 68-85.

From this original instrument, the steering committee at Albany State College and the consultants selected items appropriate to the context at Albany State College. We also added items that enabled us to look at other aspects of faculty practice. For example, in addition to writing activities, we also wanted to know what kinds of writing the faculty were assigning.

Albany State College
Writing Across the Curriculum
Faculty and Administrative Survey on Writing

The attached survey of opinions about writing and writing instruction will be used by the steering committee of the program in writing across the curriculum at ASC. The committee will forward all questionnaires to consultants for the project, who will return a profile of the information on this survey. The steering committee will distribute the profile to the faculty, and the information will help establish agendas for faculty workshops during the year.

Your answers to these questions will be held in strict confidence. The survey forms themselves will not be returned to Albany State College, and all reports of the data will be in aggregate form so that responses of individual faculty members cannot be identified.

Each questionnaire, however, needs some identification so that your replies on this survey can be matched to your replies on a follow-up survey that the committee expects to distribute in the spring quarter after the workshops occur. The committee, therefore, asks you to label your questionnaire with the last four digits of your social security number. These four digits will guarantee your anonymity, yet you will be able to remember them next spring. We also ask you to indicate your academic department so that differences of opinion across departments can be assessed.

Albany State College: Writing Across the Curriculum
Faculty and Administrative Survey on Writing

Please list the last four digits of your social security number: ___ - ___ - ___ - ___

Your Academic Department: _____

Do You Hold An Administrative Position? ___ yes ___ no

Please circle your response to each item, using the following scale:

1 -- Strongly Agree
2 -- Agree with Qualification
3 -- No Opinion
4 -- Mildly Disagree
5 -- Strongly Disagree

1 2 3 4 5	1. Faculty members should rigorously edit and grade every writing assignment done by their students.
1 2 3 4 5	2. Writing can play an important role even in large classes.
1 2 3 4 5	3. Writers should make an outline before beginning to write.
1 2 3 4 5	4. Writers should know precisely what they want to say before beginning to write.
1 2 3 4 5	5. Students learn from a writing assignment even if it is not graded.
1 2 3 4 5	6. Frequent writing assignments help students to understand course material.
1 2 3 4 5	7. Poor grammar, punctuation, and spelling are the most serious kinds of writing problems of college students.
1 2 3 4 5	8. Conscientious teachers who want to improve student writing will point out all the errors on each student's paper.
1 2 3 4 5	9. Students should read and critique each other's writing to improve their own writing.

1 -- Strongly Agree
2 -- Agree with Qualification
3 -- No Opinion
4 -- Mildly Disagree
5 -- Strongly Disagree

1 2 3 4 5 10. If teachers want to help students learn to write better, they should require several short papers spaced throughout the term rather than one long paper at the end of the term.

1 2 3 4 5 11. Teachers in disciplines other than English should give one grade for content and a separate grade for the quality of the writing.

1 2 3 4 5 12. Asking students to rewrite assignments does <u>not</u> help most students to improve their writing.

1 2 3 4 5 13. A writer should be sure to have a thesis clearly stated before writing anything else.

1 2 3 4 5 14. Good assignments from teachers help students to write well.

1 2 3 4 5 15. To encourage students to revise their writing, teachers should not grade early drafts.

1 2 3 4 5 16. College students should be required to write to a single audience -- their teacher.

1 2 3 4 5 17. Students acquire bad writing habits when they read and criticize each other's writing.

1 2 3 4 5 18. Rigorous spelling and grammar instruction in writing classes will solve most student writing problems.

1 2 3 4 5 19. A writing assignment should specify a purpose and the intended audience.

1 2 3 4 5 20. A writing assignment should specify a mode of development (for example, comparison, cause and effect, or problem/solution).

1 2 3 4 5 21. Writing instruction is best centralized in one department.

1 2 3 4 5 22. The process of writing a paper in my field helps a student understand my discipline better.

1 2 3 4 5 23. In most courses in my field there is little time available for frequent writing assignments.

1 -- Strongly Agree
2 -- Agree with Qualification
3 -- No Opinion
4 -- Mildly Disagree
5 -- Strongly Disagree

1 2 3 4 5 24. Writing instruction is a specialized field that cannot be learned well by non-writing faculty in a short period of time.

1 2 3 4 5 25. Students in any discipline are poorly prepared if they write poorly when they graduate.

1 2 3 4 5 26. Writing is one of the two or three most important skills that a student should learn in college.

1 2 3 4 5 27. The college should devote a larger proportion of its resources to writing instruction, even though this will reduce the proportion available for other activities.

1 2 3 4 5 28. I will make the time to work with other faculty members on the planning of a college-wide writing program.

1 2 3 4 5 29. Writing cannot be taught effectively if it is taught in only one or two departments.

1 2 3 4 5 30. The current interest in writing instruction at the college level will last only a few more years.

1 2 3 4 5 31. Since my department is already stretched to the limit, adding writing instruction to our responsibilities is unrealistic.

1 2 3 4 5 32. If released time for faculty were available at ASC, this time should be dedicated to the development of a college-wide writing program.

1 2 3 4 5 33. Teachers in disciplines other than English should reinforce writing skills taught in composition courses.

1 2 3 4 5 34. The faculty in my department will not be consistent in grading student writing without extensive training.

1 2 3 4 5 35. Including writing in the assessment of student achievement in my courses means that the grade will be a less accurate indicator of what the student actually knows in my field.

1 2 3 4 5 36. My discipline does not lend itself to the use of writing in courses.

1 2 3 4 5 37. Faculty in my discipline should <u>not</u> be required to include writing as one of the grading criteria in our courses.

1 -- Strongly Agree
2 -- Agree with Qualification
3 -- No Opinion
4 -- Mildly Disagree
5 -- Strongly Disagree

1 2 3 4 5 38. Courses in my discipline help students to learn skills that are related to writing skills.

1 2 3 4 5 39. I cannot include writing assignments in my courses unless I leave something else out.

1 2 3 4 5 40. Students in my introductory courses lack the basic grammar and punctuation skills that would make writing assignments useful in these courses.

1 2 3 4 5 41. Written exercises help students learn the essential concepts of a course in less time.

1 2 3 4 5 42. The new mandate on writing at Albany State College is asking non-English faculty to expand into a completely new field.

1 2 3 4 5 43. Written assignments are one of the best ways to help students integrate several course concepts into a coherent framework.

1 2 3 4 5 44. Including written exercises on examinations and assignments improves the assessment of the abilities of students in my discipline.

1 2 3 4 5 45. The College's writing-across-the-curriculum program should be directed by a faculty committee.

1 2 3 4 5 46. The College's writing-across-the-curriculum program should be directed by the administration.

1 2 3 4 5 47. Requiring students to revise an assignment improves their thinking in the subject of the assignment.

1 2 3 4 5 48. Writing is a learning process; students need to write more than one draft to learn how to write well.

1 2 3 4 5 49. Peer review of students' written work is helpful because is gives students more than one perspective on their work.

1 2 3 4 5 50. There are fixed rules that govern all good writing.

1 2 3 4 5 51. Most students write poorly because teachers have made them afraid to write.

1 2 3 4 5 52. College students will improve their writing only when they are required to pass a writing proficiency test in order to graduate.

Items 53 to 86 address kinds of writing or writing activities. For each item listed, four different kinds of responses are asked for:

-- Used Last Year,
-- Expect To Use This Year,
-- Might Use in the Future, or
-- Never Expect to Use.

For each item, please check the response or responses that is/are appropriate. Check more than one response if you wish.

Used Last Year	Expect To Use This Year	Might Use in the Future	Never Expect To Use	Kinds of Writing In My Courses
				53. Lab Report
				54. Case Study
				55. Research Paper (1 - 3 pp.)
				56. Research Paper (4 - 6 pp.)
				57. Research Paper (7 pp. +)
				58. Critical Essay
				59. Business Report
				60. Letter or Memo
				61. Essay Question on Exam
				62. Computer Program Documentation
				63. Clinical Report on Patient
				64. Journal, notebook or log
				65. Ungraded Writing
				66. Other Kinds of Writing:

Used Last Year	Expect To Use This Year	Might Use in the Future	Never Expect To Use	Writing Activities In My Courses
				67. Brainstorming activities (lists, diagrams, etc.)
				68. Assigning freewriting before, during, or after lectures
				69. Multiple drafts of papers
				70. Revision and editing exercises
				71. Sentence combining exercises
				72. Oral reports and presentations
				73. Written proposals for papers/projects
				74. Writing for a variety of audiences
				75. Writing in a variety of modes
				76. Analyzing model essay in your class
				77. Several short assignments in place of one long one
				78. Peer group critique of papers
				79. Students collaborating on a piece of writing
				80. Students sharing writing within class
				81. Analyzing a student paper in the class

Used Last Year	Expect To Use This Year	Might Use in the Future	Never Expect To Use	Writing Activities In My Courses
				82. Conference with students about their writing
				83. Sharing your writing with students
				84. Writing Lab referral
				85. Organization and thinking exercises
				86. Other Writing Activities:

_____

_____

87. Please use this space to discuss any issues raised by this survey or any other issues that concern writing instruction at Albany State College:

Appendix III: Reading and Writing Activities

The assigned text for reading and the reading questions used in our assessment originally appeared in:

Jacobs, Lee. Improving College Reading. New York: Harcourt, Brace, Jovanovich, 1978.

Since this text is representative of the texts that are used to assess the reading ability of incoming students at ASC, we decided that our use of it in our assessment would provide a valid basis of comparison for the faculty in developmental reading.

Albany State College

Reading and Writing Activities

Name:_____

Social Security Number: ___ ___ ___ ___ ___ ___ ___ ___ ___

You will not be graded on your completion of these reading and writing activities, but please try to put forth your best effort. A faculty committee will use this information to help develop its comprehensive writing program at Albany State College.

The following magazine article is about Alex Haley's attempts to complete his book, Roots. Your task is to write a summary of the article for a group of college students who did not have a chance to read it. Your summary should take the form of a paragraph or a sequence of related paragraphs.

You have about two hours to complete this task. To complete it, you will need to engage in three activities: reading the article, answering some questions about it, and writing the summary. Also, you may want to revise the summary and copy it over. You need not hurry; there is plenty of time for you to think and plan.

Reading the Article and Answering the Questions

Before you write your summary, read the article and answer the four groups of questions. Answering them will help you to recall the information in the article. Reread the article or parts of it as often as you wish.

Planning and Writing

Then plan your summary. Remember, the students have not read the article. They will want to know: the subject of the article, the main idea or main point of the article, and the ideas that clarify or help to explain that main point. Your paragraph or paragraphs should present this information in a unified, continuous manner.

The length of your summary is not important, but your summary should be readable. After you have finished writing, you may wish to revise your summary and to make a clean copy.

Before handing in all your material, be sure that your name and social security number are on this page (above).

Alex Haley: From the Brink of Suicide to the Best-Seller List

It is difficult to believe that the man who wrote the book on which television's most popular drama was based should have come close to suicide. The search for his family's roots—roots that began in the hold of a slave ship—was an emotionally exhausting experience. Roots *is more than a good story; it is a man's search for personal meaning.*

Only two years ago, Alex Haley was a man in the depths of despair. At one point, he was considering suicide. Now, he is this season's hottest writer—his book, *Roots,* is a record-breaking best seller, and ABC aired a $6-million, 12-hour drama based on the book. A slight, scholarly-looking man with a slow grin and a voice touched with a Tennessee-bred softness, Haley is the last person you'd expect to have created the most brutally dramatic book of the year.

But much of what is best in *Roots*—the story of his family traced back over seven generations—was written out of this man's own agony and despair. His voice is low-pitched, and faraway, and he is close to tears as he tells the story.

"I had already put in 10 years of work on my book when I ran into a complete dead end. Writing about my first ancestor, Kunta Kinte, on his voyage to America aboard a slave ship had become impossible for me. I had tried and failed many, many times. Finally, in desperation, I booked passage on a freighter bound for Africa. Every night I went down into the hold of the ship, stripped to my underwear and lay all night on a wooden plank, trying to imagine what it

would be like for a young man to lie there in chains, hearing the cries of men screaming, praying and dying all around him.

"I began to worry that I might be losing my mind" he says quietly. "One night, standing out on the stern deck, watching the freighter's wake, I felt overwhelmed by my burden. I was about $50,000 in debt. My publisher and my agent were at me constantly, asking when I would finish this interminable book. I had told them six months, even though I knew I still had several years of work ahead of me. Inside my head I was suffering the horrors of what happened to Kunta Kinte in the ship hold. Then, I thought how easy it would be just to slip over the rail into the sea. I was almost joyful at the idea."

But at that moment Haley says he had the most vivid psychic experience of his life. "I heard the soft voices of my dead family talking to me, encouraging me. They were saying, 'You must finish. Go on with your book.' It took a tremendous physical effort to push my body away from the rail. I scuttled on my hands and knees, back over the hatch covers to my room. I lay on my bed, sobbing for hours. That night, I knew I finally would be able to find the words to tell my family's story."

The turmoil and labor that went into *Roots* is just about unheard of—nearly 10 years of tedious detective work, over two years of writing. The work was so complex that Haley used to separate his research into manila folders and spread them out, row upon row, in his room. "I planted them like seeds," the writer says, his fingers jabbing the air as though nailing up the words one by one, "and I plowed through them on hands and knees."

What he harvested was a 600-page book that's both a record-breaking best seller and the fulfillment of a personal mission.

Please answer the questions on pages 4 and 5.

RETENTION Based on the passage, which of the following statements are True (T), False (F), or Not answerable (N)?

1. _____ The television dramatization of *Roots* was twelve hours long.
2. _____ Each night, Haley slept on an actual slave ship.
3. _____ Haley is a big, burly man.
4. _____ Kunta Kinte came from Africa in a slaver.
5. _____ The entire project took Haley about twelve years to complete.
6. _____ Haley's publisher and agent were not worried about the book's completion.
7. _____ After a psychic experience, Haley knew he would finish the book.
8. _____ The manila folders had previously been his publisher's.
9. _____ Haley actually crawled on his hands and knees back from the rail.
10. _____ When he booked passage for Africa, Haley was desperate.

INFERENCES

1. _____ Which of the following statements is probably most accurate?
   (a) Most writers have little trouble writing their books.
   (b) Haley's despair was unusual even for most writers.
   (c) Because of their moodiness, writers often think of suicide.
2. _____ Which of the following statements is probably inaccurate?
   (a) *Roots* involved complex research even though it was a novel.
   (b) *Roots* was basically a family novel.
   (c) Understanding a slave's feelings was fairly easy.

COMPLETION Choose the best answer for each question.

1. _____ Haley apparently comes from: (a) Africa. (b) Manila. (c) Tennessee. (d) Chicago.
2. _____ *Roots* traces a family over: (a) and over. (b) its entire history. (c) the ocean. (d) seven generations.
3. _____ Much of preparing for the book was: (a) detective work. (b) slow and dull. (c) seed work. (d) a matter of shrewd bargaining.
4. _____ Haley thought of suicide on the ship's stern: (a) at night. (b) only once or twice. (c) because of the wake. (d) after a storm.
5. _____ To feel what Kunta Kinte felt, Haley: (a) wrote the book. (b) saw a ghost. (c) slept on a board. (d) went deep into debt.
6. _____ *Roots* is described as: (a) family fare. (b) long, but not tedious. (c) quite vivid. (d) brutally dramatic.

DEFINITIONS Choose the definition from Column B that best matches each italicized word in Column A.

Column A	*Column B*
1. *tremendous* physical effort	____ a. sturdy
2. this *interminable* book	____ b. tiring
3. such a *vivid* image	____ c. a hopeless situation
4. I felt *overwhelmed*	____ d. indefinable
5. years of *tedious* work	____ e. great
6. voices *encouraged* him	____ f. intense
7. in *desperation*	____ g. serious
8. the *depths* of despair	____ h. endless
9. a *psychic* experience	____ i. lowest points
10. my first *ancestor*	____ j. gave hope
	____ k. sensitized
	____ l. early relative
	____ m. extrasensory
	____ n. defeated

Now please write your summary in the blue book. Remember to include your name and social security number on each page of your summary.

Appendix IV: Checklist of Writing Skills, Albany State College

This instrument was developed by the steering committee at ASC as a means to establish general criteria for all writing at ASC. The copy included here is a fifth draft.

Part II of this report describes the workshop faculty's response to the checklist and their use of it in courses in various disciplines.

CHECKLIST OF WRITING SKILLS
ALBANY STATE COLLEGE
Albany, Georgia

Student's Name	Course	Professor	Date

Student's Social Security No.	Student's Classification

This checklist is intended to assist faculty in evaluating student writing. The checklist covers purpose and audience, development, coherence, paragraphs, sentences and editing, and it presents questions to guide faculty in assessing students' papers. The questions are merely guides, and since the list of questions is incomplete, additional questions may help in evaluating a student's writing. The checklist may be used by both students and instructors to assess writing.

I. **PURPOSE AND AUDIENCE:** The writer's perception of an audience and the reasons for writing influence what is said and how it is said. An acceptable essay, paper or report in any form shows the student's awareness of four essential elements of any writing situation: reader, writer, text and subject. The quality of the writing often depends on the student's understanding of these elements in particular writing tasks.	Acceptable ☐	Not Acceptable ☐
Indicative Questions:		
1. Does the writer have a clear purpose?	___	___
2. Is the writer clearly aware of the specific aims of the writing assignment?	___	___
3. Does the text evidence awareness of a specific audience?	___	___
4. Is the style appropriate?	___	___

II. **MODES OF DEVELOPMENT:** Modes of development help writers organize thinking and express ideas. Key words (analyze, compare, contrast, describe, etc.) designate the main tasks of the writing assignment.	Acceptable ☐	Not Acceptable ☐
1. Does the text reveal definite modes or recognizable structures?	___	___
2. Is there evidence of the writer's ability to use and control the structure?	___	___
3. Is the mode appropriate for development of the idea?	___	___
4. Does the mode of development support a unifying idea or principle?	___	___
5. Does each of the paragraphs support the mode of development?	___	___

III. **COHERENCE:** Coherent writing is logically consistent, complete and integrated; the text is a system of linked and interrelated paragraphs. An acceptable essay, paper or report reveals the interrelatedness of the central idea and the sequences of thought expressed in paragraphs.	Acceptable ☐	Not Acceptable ☐
1. Is there a central idea (thesis) that guides the development of the text?	___	___
2. Does the sequence of paragraphs evidence development, i.e., expansion or refinement of the central idea?	___	___
3. Is the sequence self-evident to the reader?	___	___
4. Does the sequence evidence some sense of direction?	___	___
5. Does the writer develop ideas coherently, logically and consistently?	___	___

IV. **PARAGRAPHING:** Paragraphs, complete in themselves yet a part of a larger order, are a writer's way of grouping ideas for readability of the text. A good paragraph's essential quality is unity of the ideas which expand, refine or give shape and substance to the main idea (topic sentence).	Acceptable ☐	Not Acceptable ☐
1. Does each paragraph convey or imply a main idea (topic sentence)?	____	____
2. Can the intended reader summarize each paragraph in a single sentence?	____	____
3. Are the paragraphs fully developed?	____	____
4. Do the sentences in the paragraphs support, clarify or expand the main idea?	____	____
5. Do the ideas expressed in the paragraphs consistently support each other?	____	____

V. **SENTENCES:** The sentence, the most important unit of writing, is the structure in which the writer arranges ideas to achieve clear and effective expression. An acceptable sentence expresses one or several relationships which are clear to the intended reader and presented in standard grammatical form, including sentence structure, modifiers, case, agreement, punctuation, etc.	Acceptable ☐	Not Acceptable ☐
1. Are the sentences complete?	____	____
2. Do the subjects agree with the main verbs?	____	____
3. Are the modifiers consistent with the words they modify?	____	____
4. Do the tenses accurately describe the time relationships?	____	____
5. Are all of the relationships in sentences clear to the reader?	____	____
6. Is there variation in the structure of sentences?	____	____
7. Does the punctuation demonstrate the relationships of the parts of sentences?	____	____
8. Are the sentences free of other errors of usage?	____	____

VI. **EDITING AND FORMATTING:** An acceptable essay, paper or report uses the conventions of formal written English and an organizational format appropriate to the respective academic discipline.

	Acceptable ☐	Not Acceptable ☐
Spelling and Capitalization:		
1. Are common words spelled correctly?	____	____
2. Is conventional capitalization used?	____	____
Vocabulary and Word Choice:		
3. Are words precisely used?	____	____
4. Is jargon or slang used unnecessarily?	____	____
Formatting and Documentation:		
5. Is the format of the paper appropriate to the writer's academic discipline?	____	____
6. Is the documentation consistent?	____	____
7. Do references properly indicate dependence on sources?	____	____

Additional Comments:

Appendix V: Grading Criteria for Albany Writing Samples

We analyzed all writing texts according to five major criteria specified in the ASC Writing Checklist prepared by the faculty steering committee of this project. The five major criteria pertain to five categories of composing skills: (1) purpose and audience, (2) modes of development, (3) coherence, (4) paragraphing, and (5) sentences. This sequence of categories represents an approximate hierarchy of composing skills; the first three primarily are measures of critical thinking. A copy of the ASC writing checklist is included in Appendix IV.

We scored each text on a rating scale of 1 (low) to 4 (high). This rating scale enables a more precise assessment of writing quality than the dichotomous scale (either "acceptable" or "unacceptable") on the ASC Writing Checklist. To accommodate the rating scale to the dichotomous scale, we determined that a rating of 3 or 4 would correspond to "acceptable" and that a rating of 1 or 2 would correspond to "unacceptable."

Grading Criteria for Albany Writing Samples

Purpose and Audience

4 The text consistently reflects the student's awareness of the essential elements of the assigned writing situation: the writer's purpose, the reader, and the subject.

3 Most of the text reflects the student's awareness of the essential elements of the assigned writing situation: the writer's purpose, the reader, and the subject.

2 Some of the text reflects the student's awareness of the essential elements of the assigned writing situation: the writer's purpose, the reader, and the subject.

1 The text does not reflect the student's awareness of the essential elements of the assigned writing situation: the writer's purpose, the reader, and the subject.

Modes of Development

4 The text is a summary that is well-developed.

3 Most of the text is a developed summary; the remainder is an accurate paraphrase.

2 Some of the text is a developed summary; the remainder is an accurate paraphrase.

1 The text is an inaccurate paraphrase or merely a response to the subject.

Coherence

4 A central idea (summary statement of the article) consistently guides the development of the text.

3 A central idea guides most of the text.

2 A central idea guides some of the text.

1 No central idea is evident.

Paragraphs

4 Each paragraph presents a main idea that is consistently supported or clarified.

3 Most paragraphs present a main idea that is consistently supported or clarified.

2 Some paragraphs present a main idea that is consistently supported or clarified.

1 Paragraphs are not evident; the text is composed of sentence strings.

Sentences

4 Sentences are comprehendible and conform to standard written English.

3 Sentences are comprehendible, but some of them do not conform to standard written English.

2 Sentences are comprehendible, but many of them do not conform to standard written English.

1 Sentences are not comprehendible.

Appendix VI: Student Survey on Writing

Part I of this survey, survey of attitudes, is a modification of an instrument designed at Michigan Technological University. This instrument is included in the following article:

Fulwiler, Toby, Michael E. Gorman, and Margaret E. Gorman. "Changing Faculty Attitudes Toward Writing" in Writing Across the Disciplines: Research Into Practice. Art Young and Toby Fulwiler, eds. Upper Montclair, New Jersey: Boynton/Cook Publishers, Inc., 1986, pp. 53-67.

This instrument was designed for faculty, and we used it as a base for our faculty and administrative survey of writing. (See Appendix II.) Our aim, however, was to compare the attitudes of both faculty and students. We found that many of the items on the faculty instrument were also appropriate for students, so we included them. We also included many of the items we had added to our modified survey of faculty attitudes. Our survey of student attitudes is, therefore, a modification of both the instrument that Fulwiler, Gorman, and Gorman designed and our survey of faculty attitudes.

The construction of Part I was also influenced by:

Selfe, Cynthia L., Bruce T. Petersen, and Cynthia L. Nahrgang. "Journal Writing in Mathematics" in Writing Across the Disciplines: Research into Practice, pp. 192-207.

Part II of this survey, survey of writing apprehension, is derived from an instrument designed by:

Daly, J. and Miller, M. D. "The Empirical Development of an Instrument to Measure Writing Apprehension" in Research in the Teaching of English, 9, 242-249.

The usefulness of this instrument for a project in writing-across-the-curriculum was brought to our attention by the following article, from which we also derived the categories into which the items on the survey were grouped: confidence, evaluation, and enjoyment.

Selfe, Cynthia L., Michael E. Gorman, and Margaret E. Gorman. "Watching Our Gardens Grow: Longitudinal Changes in Student Writing Apprehension" in Writing Across the Disciplines: Research into Practice, pp. 97-108.

Albany State College
Student Survey on Writing

The attached survey asks for your responses to writing and writing instruction. A faculty committee will use this information to help develop its comprehensive writing program at Albany State College.

Your replies to this survey will be held in strict confidence. The survey forms will not be returned to Albany State College. Outside consultants will provide the college with reports based on the whole freshman class, so that responses of individual students cannot be identified.

The freshman class will be asked to answer another survey at the end of the academic year, and your present responses will be matched to your responses on that follow-up survey. It is necessary, therefore, that you label this survey form with your name and social security number. Please be sure to enter this information accurately at the top of the survey form.

Thank you.

Albany State College: Writing Across the Curriculum
Student Survey on Writing

Name: _____

Sex (circle): M F Social Security Number: ___-___-____

Please circle your response to each question, using the following scale:

1 – Strongly Agree
2 – Agree with Qualification
3 – No Opinion
4 – Mildly Disagree
5 – Strongly Disagree

1 2 3 4 5	1. Professors should rigorously edit and grade every writing assignment done by their students.
1 2 3 4 5	2. Writing can play an important role in large classes.
1 2 3 4 5	3. Writers should make an outline before beginning to write.
1 2 3 4 5	4. Conscientious teachers who want to improve student writing will point out all the errors on each student's paper.
1 2 3 4 5	5. Students learn from a writing assignment even if it is not graded.
1 2 3 4 5	6. Frequent writing assignments help students to understand course material.
1 2 3 4 5	7. To encourage students to revise their writing, teachers should not grade early drafts.
1 2 3 4 5	8. Writers should know precisely what they want to say before beginning to write.
1 2 3 4 5	9. Students should read and critique each other's writing to improve their own writing.
1 2 3 4 5	10. If teachers want to help students learn to write better, they should require several short papers spaced throughout the term rather than one long paper at the end of the term.
1 2 3 4 5	11. Teachers in disciplines other that English should give one grade for content and a separate grade for the quality of the writing.

1 -- Strongly Agree
2 -- Agree with Qualification
3 -- No Opinion
4 -- Mildly Disagree
5 -- Strongly Disagree

1 2 3 4 5 12. College students will improve their writing only when they are required to pass a writing proficiency test in order to graduate.

1 2 3 4 5 13. The process of writing a paper helps a student understand the subject better.

1 2 3 4 5 14. Students in any discipline are poorly prepared if they write poorly when they graduate.

1 2 3 4 5 15. A writer should be sure to have a thesis clearly stated before writing anything else.

1 2 3 4 5 16. College students should be required to write to a single audience -- their teacher.

1 2 3 4 5 17. Students acquire bad writing habits when they read and criticize each other's writing.

1 2 3 4 5 18. Requiring students to revise an assignment improves their thinking in the subject of the assignment.

1 2 3 4 5 19. Good assignments from teachers help students to write well.

1 2 3 4 5 20. Poor grammar, punctuation, and spelling are the most serious kinds of writing problems of college students.

1 2 3 4 5 21. Most students write poorly because teachers have made them afraid to write.

1 2 3 4 5 22. A writing assignment should specify a purpose and the intended audience.

1 2 3 4 5 23. A writing assignment should specify a mode of development (for example, comparison, cause and effect, or problem/solution).

1 2 3 4 5 24. Asking students to rewrite assignments does <u>not</u> help most students to improve their writing.

1 2 3 4 5 25. There are fixed rules that govern all good writing.

1 2 3 4 5 26. Writing is one of the two or three most important skills that a student should learn in college.

1 -- Strongly Agree
2 -- Agree with Qualification
3 -- No Opinion
4 -- Mildly Disagree
5 -- Strongly Disagree

1 2 3 4 5 27. The college should devote a larger proportion of its resources to writing instruction, even though this will reduce the proportion available for other activities.

1 2 3 4 5 28. Written exercises help students learn the essential concepts of a course in less time.

1 2 3 4 5 29. Rigorous spelling and grammar instruction in writing classes will solve most student writing problems.

1 2 3 4 5 30. Writing is a learning process; students need to write more than one draft to learn how to write well.

1 2 3 4 5 31. Peer review of students' written work is helpful because it gives students more than one perspective on their work.

1 2 3 4 5 32. I avoid writing.

1 2 3 4 5 33. Taking a composition course is a frightening experience.

1 2 3 4 5 34. My mind seems to go blank when I start to work on a composition.

1 2 3 4 5 35. I feel confident in my ability to express clearly my ideas in writing.

1 2 3 4 5 36. I'm nervous about writing.

1 2 3 4 5 37. I never seem to be able to write down my ideas clearly.

1 2 3 4 5 38. I expect to do poorly in composition classes even before I enter them.

1 2 3 4 5 39. I have a terrible time organizing my ideas in a composition course.

1 2 3 4 5 40. I like to share my writing.

1 2 3 4 5 41. When I hand in a composition, I know I'm going to do poorly.

1 2 3 4 5 42. It's easy for me to write good compositions.

1 2 3 4 5 43. I don't think I write as well as most other people.

1 2 3 4 5 44. I'm no good at writing.

1 -- Strongly Agree
2 -- Agree with Qualification
3 -- No Opinion
4 -- Mildly Disagree
5 -- Strongly Disagree

1 2 3 4 5 45. I have no fear of my writing being evaluated.

1 2 3 4 5 46. I am afraid of writing essays when I know they will be evaluated.

1 2 3 4 5 47. I would enjoy submitting my writing to magazines for evaluation and publication.

1 2 3 4 5 48. I like to have my friends read what I have written.

1 2 3 4 5 49. I look forward to writing down my ideas.

1 2 3 4 5 50. Handing in a composition makes me feel good.

1 2 3 4 5 51. Expressing ideas through writing seems a waste of time.

1 2 3 4 5 52. I enjoy writing.

1 2 3 4 5 53. I like seeing my thoughts on paper.

54. Please use this space to discuss any issues raised by this survey or any other issues that concern writing instruction at Albany State College:

Appendix VII: Guidelines for Designing Effective Writing Assignments

This instrument was originally designed by the consultants from Georgia Institute of Technology as a talking paper for a project in assignment design at three colleges: Albany State, Paine, and South Carolina State. Steering committees at each of these three colleges responded to this talking paper, and their responses guided our revision.

The draft included here helped to guide discussions during the writing assignment design workshops at all three colleges. At the end of that project, we were able to report measurable changes in the ways in which faculty had designed assignments at the beginning of the project and at its end.

Communication Research Center
Georgia Institute of Technology

Guidelines to Designing Effective Writing Assignments

Instructor's Name_____

Academic Department_____

Title of the Course_____

Subject of the Course_____

The Major Course Segments or Units Addressed in the Course

_____ _____

_____ _____

_____ _____

_____ _____

Instructional Purpose

1. What do you want the students to learn about the subject of the course (or course segment) while they engage the writing assignment?

2. What is the purpose of this assignment?

Rhetorical Factors

3. Who is/are the designated reader(s) of this assignment?

4. What are the needs and expectations of this reader or these readers?

5. What is the writer's assumed relationship to the reader(s)?

6. What knowledge base will the student need to complete this writing assignment?

Methods of Development

7. Will the writing be <u>expressive</u> (focused on the self and enabling discovery), or will the writing be <u>transactional</u> (focused on the reader with an intent to communicate)?

8. Specifically, what task(s) do you want the writer to perform?

9. What methods of development will help the student to perform this task or these tasks?

10. Will the students be familiar with this method of development or these methods of development?

11. If you answered "no" to the previous question, what new method of development will you have to present?

12. What signal words will guide the students while they write the assignment?

13. What procedure(s) can the students follow that will help them to complete the assignment?

14. What models might help students organize their information?

15. Will the writing assignment require:

    --one final draft,
    --stages of a draft, or
    --multiple drafts?

16. What is the allotted time for the assignment?

17. Is the task manageable in the allotted time?

18. What is the specified length of the written product?

Assessment

19. How useful will the checklist be in assessing the interim or final drafts?

20. Can the student's response to the assignment be assessed by the criteria on the checklist?

21. Will you have to establish new criteria for assessing the writing?

22. If so, what are these criteria?

23. Who will assess the writing?

Format

24. Is format an important feature of the writing you are assigning?

25. If so, how will you familiarize the student with format specifications?

Appendix VIII: Writing Checklist Survey

The Writing Checklist Survey was drafted by the consultants and the ASC steering committee as a means of describing the faculty's perception of the checklist and their use of it. A sub-set of the faculty and heads of departments responded to the first draft of the survey, and their comments guided subsequent revision.

Writing Checklist Survey

The ASC Steering Committee needs your help in testing the revised writing checklist. The information from all participating faculty will be combined in a descriptive report for your reference in your later, regular use of the checklist.

For this survey, you are asked to design a writing assignment, to present that assignment to your students, and then to use writing checklists to explain your assessment of the student texts responding to that assignment. Having discussed the procedure with your students, you are then asked to return the checklists and the questionnaire to your department chairperson.

The information you report will not be used to assess you in any way. In fact, each instructor's assignment will be unique, and no student texts will be gathered to match these assignments.

Procedure

1. Design a writing assignment.

2. Brief your students on the checklist and its purposes.

3. Complete a checklist for each student text.

4. Discuss the completed checklists with your students.

5. Complete the enclosed questionnaire.

6. Copy your assignment on page 3 of the questionnaire, or attach your assignment to the questionnaire.

7. Return all the checklists and the questionnaire to your department chairperson.

Writing Checklist Survey

1. Instructor_____

2. Discipline_____3. Course Subject and No._____

4. Number of students in your checklist sample_____

5. The students wrote their texts ___in class ___out of class.

6. The students' texts were ___first and only drafts ___first drafts for later revision ___revisions of earlier drafts.

7. The students' texts were ___graded ___not graded.

8. How did most of the students respond to the checklist?

   ___veryfavorably ___favorably
   ___no opinion
   ___unfavorably ___very unfavorably

9. What was the primary concern of most students?

   _____

   _____

   _____

   _____

10. What did you find most useful about the checklist?

    _____

    _____

    _____

    _____

11. What did you find least useful about the checklist?

    _____

    _____

    _____

    _____

Instructor_____

12. How do you expect that the checklist will affect your task of assessing student writing?

___will make the task much easier ___will make the task easier
___will not make any particular change
___will make the task harder ___will make the task much harder

13. Please attach your writing assignment, or copy it on this page.